

1965

1965. V101. March Bulletin.

Hope College

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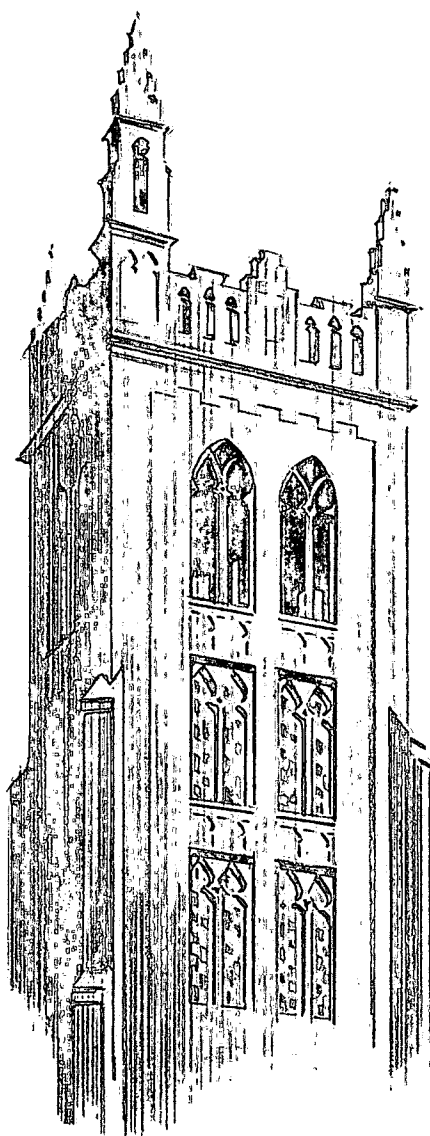


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HOPE COLLEGE

BULLETIN

1965 Catalog Issue

ARCHIVES
HOPE COLLEGE

Directions for Correspondence

The address of the college is:

Hope College
Holland, Michigan

Concerning college policies and administration, address:
The President.

Concerning admissions, fees, scholarships, requests for
literature, address: The Office of Admissions.

Concerning the welfare of women students and women's
housing, address: The Office of the Dean of Women.

Concerning the welfare of men students and men's hous-
ing, address: The Office of the Dean of Men.

Concerning transcripts of records, address: The Office
of the Recorder.

Concerning payment of fees or transactions of business
in connection with student accounts, address: The
Office of the Treasurer.

Visiting the Campus

A cordial welcome is extended to prospective students
and their parents to visit the campus. Please inform
the Admissions Office when you plan to come so that
arrangements may be made for your visit. The
Admissions Office is located at Graves Place and
College Avenue and is open daily from 8:00 a.m.
until 5:00 p.m., on Saturday from 8:00 a.m. until
noon.

HOPE COLLEGE BULLETIN

Annual Catalog

VOLUME 101

MARCH 1965

HOLLAND, MICHIGAN

College Calendar

1965

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1965

September 11
September 13

September 14
September 16
November 24
November 29
December 17

Dormitories open for Freshmen—1:00 p.m.
Freshmen Orientation begins; dormitories open for Upper Classmen
Upper Class Registration
Formal Convocation—9:00 a.m.
Thanksgiving Recess begins—5:00 p.m.
Thanksgiving Recess ends—8:00 a.m.
Christmas Recess begins—2:00 p.m.

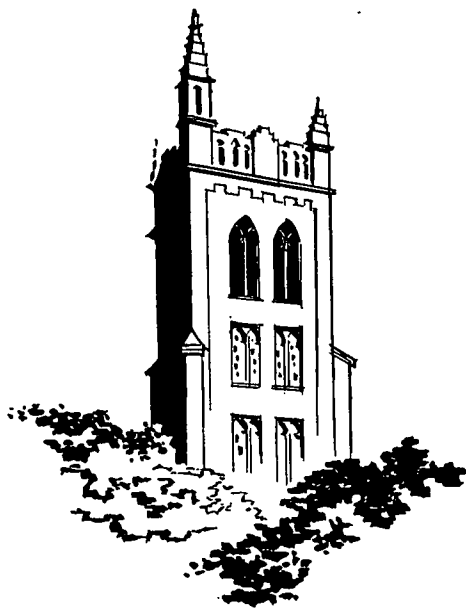
1966

January 4
January 24-28
January 31
February 1
February 2
April 1
April 12
May 28 - June 3
June 4
June 5
June 6

Christmas Recess ends—8:00 a.m.
Semester Examinations
New Student Registration
Final Registration Second Semester
Second Semester classes begin—8:00 a.m.
Spring Recess begins—5:00 p.m.
Spring Recess ends—8:00 a.m.
Semester Examinations
Alumni Convocation—6:30 p.m.
Baccalaureate Convocation—2:30 p.m.
Commencement Convocation—10:00 a.m.

SECTION I

The College



SECTION I - A

General Information

| | |
|--------------------------------------|----|
| HISTORY AND ORGANIZATION | 5 |
| NATURE AND PURPOSES | 6 |
| ACADEMIC AFFILIATIONS | 7 |
| COLLEGE REGULATIONS | 8 |
| CAMPUS MAP | 9 |
| CAMPUS AND BUILDINGS | 10 |
| SPECIAL SERVICES | 14 |
| STUDENT ACTIVITIES | 17 |
| ADMISSION TO THE COLLEGE | 22 |
| STUDENT EXPENSES — 1965-66 | 24 |
| FINANCIAL AID TO STUDENTS | 25 |

History and Organization

In 1848 the General Synod of the Reformed Church in America approved the recommendation of the Special Committee on the State of the Church which urged that "an institution of high order for classical and theological instruction under our patronage as long as necessary be established." One year before this a party of religious immigrants had settled in the wilderness on Black Lake and had founded the town of Holland. Under the leadership of Reverend A. C. Van Raalte the plans for an educational institution were soon realized. In 1851 an academy was established under the principalship of Walter T. Taylor.

To the first report of Principal Taylor to the General Synod was appended a statement by Reverend Van Raalte, containing the sentence, "This is my anchor of Hope for this people in the future." This statement, as simple as it is felicitous, gave the name Hope College to the institution and led to the selection of the anchor as its seal. At first the academy provided instruction only at the secondary level, and the plan of collegiate education was not put into action until 1862, when the first freshman class was organized. In 1866 Hope College was incorporated and Rev. Philip Phelps, D.D., was inaugurated as the first President. In that same year the first class of eight was graduated.

There have been eight presidents of Hope College as follows: Philip Phelps (1866-1878), (Provisional Presidents — Giles H. Mandeville, 1878-1880, Charles Scott, 1880-1885) Charles Scott (1885-1893), Gerrit J. Kollen (1893-1911), Ame Vennema (1911-1918), Edward D. Dimment (1918-1931), Wynard Wichers (1931-1945), Irwin J. Lubbers (1945-1963), Calvin VanderWerf (1963—).

The governing body of Hope College is the Board of Trustees consisting of fifty-six members including the President of the College and the Executive Secretary of the Board of Education of the Reformed Church in America. The members are elected as follows: nine each by the General Synod and the Particular Synod of Michigan; six each by the Particular Synods of Albany, Chicago, Iowa, New Jersey and New York; six at large by the Board of Trustees. Three of the trustees at large may be nominated by the Alumni Association. The trustees hold office for six years and are the incorporated body under which the college operates.

Nature and Purposes

Hope College is a Christian church-related liberal arts undergraduate college. This is both a descriptive statement and a statement of an ideal toward which the college program points.

The college program is concerned with the development of persons who are increasingly creative, competent, and responsible members of the world of which they are a part and who are achieving a clearer and more consistent set of values and beliefs that provide direction for their lives. This is the aim of truly liberal education. The Christian religion with its view of God and man and its precepts that point to the nature of man's proper relationships provides both the basic assumptions upon which the program and the practices of the college rest and the clearest picture of the qualities of person that forms the goal of the college program. The motto of the college, "Spera in Deo—Hope thou in God," underscores the basic belief of the college that religion is central to all true education.

At the same time, Hope College is an institution with a particular role. Conceived as an institution of higher learning, it considers its special task, as a college, to be the development of the intellect. Although the college experience is and should be much more, it should first of all be a period for the mind's adventure.

Keeping in mind, then, the ideal Christian personality, the nature of the twentieth century society of which he is a part, and the background of experience and learning of students entering college, the college seeks, through its total program, curricular and co-curricular, to help the student:—

1. Refine and deepen his religious convictions as these are expressed in the historic creeds of the church.
2. Clarify his ethical principles and bring his actions constantly more in harmony with these principles.
3. Increase his power of comprehension in word, in number, and in other representative and pictorial media which have been the means of recording the heritage of the past.
4. Develop his powers of expression, primarily in his native language, but secondarily in other verbal or non-verbal media.
5. Increase his skill in and develop the habit of sound reflective thinking in facing the problems in all areas of living.

Nature and Purposes

6. Increase his powers of appreciating beauty, wherever it is to be found.
7. Develop his skill in maintaining his physical and mental health.
8. Strengthen his sense of socio-civic responsibility and increase his competence in meeting and solving the problems of his society at all levels, from the local to the world community.
9. Develop his ability to carry out his duties and responsibilities in the household unit of which he is a part.
10. Increase his vocational competency.

From the beginning of its history, Hope College has sought to promote such objectives through a four-year program of instruction leading to a bachelor of arts degree. Founded and maintained by the members of the Reformed Church in America, a Protestant denomination, its doors are open to all young people who believe in its general aims and purposes, and who meet the academic standards for admission.

Academic Affiliations

Hope College is accredited by the North Central Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, the American Association of University Women, the American Chemical Society, and, as an associate member by the National Association of Schools of Music. It maintains membership in the American Council on Education, the Association of American Colleges, the American Association of Colleges for Teacher Education, the Michigan Association of Colleges and Universities and the Mathematical Association of America.

In 1961, Hope College participated in the organization of the Great Lakes Colleges Association. The association, consisting of twelve liberal arts colleges in the states of Indiana, Ohio and Michigan, is designed to promote extensive cooperation for strengthening the educational programs of the member institutions. The other colleges in the association are Albion, Antioch, Denison, De Pauw, Earlham, Kalamazoo, Kenyon, Oberlin, Ohio Wesleyan, Wabash and Wooster.

Among the cooperative projects of the Great Lakes College Association are: A program to strengthen teaching of non-Western civilizations, supported by a Ford Foundation grant; a teaching intern program in the Natural Sciences under a Kettering Foundation grant; foreign study centers in Bogota, Beirut and Tokyo; a program of research and experimentation in programmed learning under a U.S. Department of Education grant, a visiting lecturer program, a student literary anthology, and various inter-school conferences.

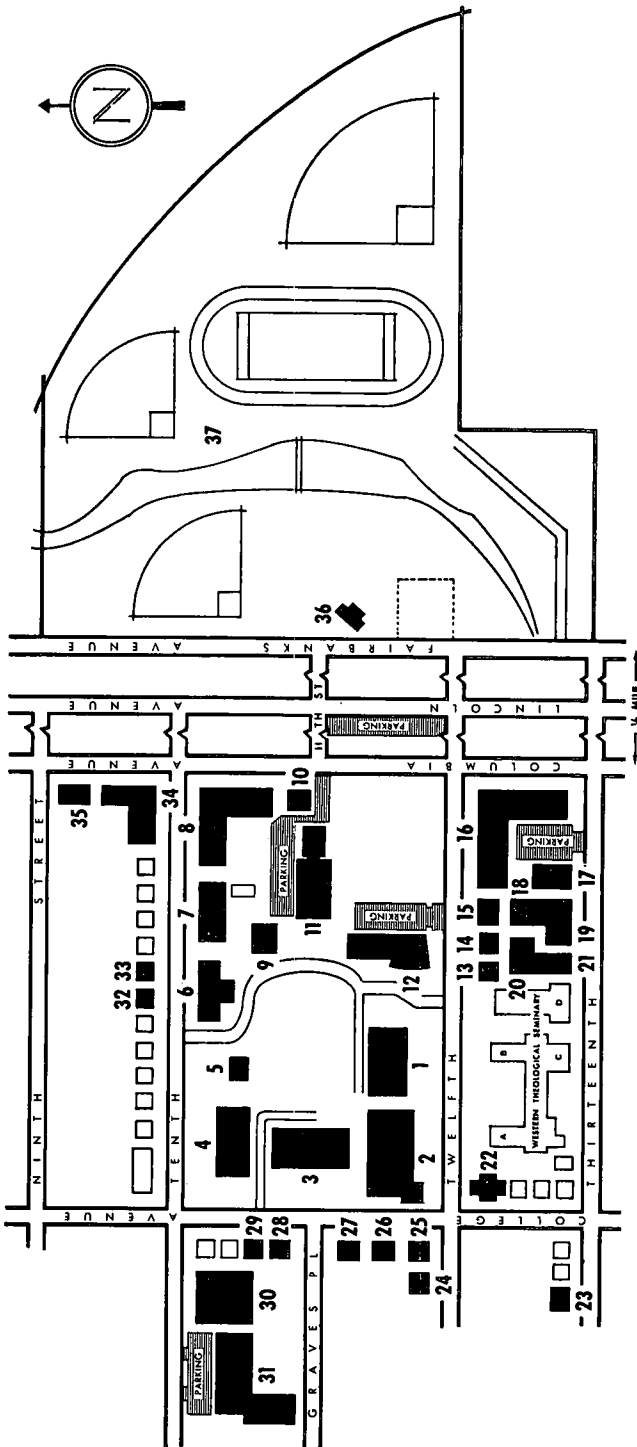
College Regulations

A student's application for admittance to Hope College implies his acceptance of the purposes and regulations of the college, and his readiness to conduct his social and academic activities in harmony with the principles and rules of the college. The college reserves the right to require the withdrawal of any student at any time if the general welfare, in its opinion, seems to demand such action.

The following basic regulations of the college are designed to contribute to the welfare of each student and of the college as a whole.

1. Devotional services in the Dimnent Memorial Chapel are held each school day. These services minister to the spiritual growth of the student and serve as a unifying force among the student body. Each student is encouraged to attend services each morning and is required to attend a minimum of two of these devotional periods per week.
2. Students are expected to attend public worship each Sunday at churches of their choice.
3. The college prohibits the use of alcoholic beverages by all students in attendance at the college. Gambling and hazing are also prohibited. Offending students are subject to discipline.
4. The college discourages the use of tobacco by women students.
5. All men and women students not residing in Holland or living, by consent of the Dean of Women or Dean of Men, with near relatives are required to room in the college residence halls.
6. Students living in college residence halls who contemplate marriage during the school year must report these intentions to the Dean of Men or Women in advance.
7. Social dancing at Hope College is regulated in accordance with a ruling of the Board of Trustees and Student Life Committee of the college.
8. Non-commuting freshmen are not permitted to operate motor vehicles in the city of Holland during the college year. In cases where this works a real hardship, the Dean of Men may make an exception upon the written request of parents.
9. All college students who own or operate motor vehicles in Holland during the college year must register all such vehicles with the Dean of Men.

The College Map



THE KEY TO THE HOPE COLLEGE CAMPUS

1. VAN RAALE HALL—ADMINISTRATION
2. DIMINENT MEMORIAL CHAPEL
3. GRAVES HALL
4. VOORHEES HALL
5. PRESIDENT'S HOME
6. DURFEE HALL
7. SCIENCE HALL—HOEBEKE GREENHOUSE
8. PHELPS HALL
9. VAN VLECK HALL
10. COLUMBIA HALL
11. CARNEGIE-SCHOUTEN GYMNASIUM

†Women's Housing

•Men's Housing

12. NYKERK HALL OF MUSIC
13. ALUMNI HOUSE
14. CRISPPELL COTTAGE
15. MANDEVILLE COTTAGE
16. KOLLEN HALL
17. KNICKBOCKER HALL
18. EMERSON HALL
19. FRATERNA HALL
20. ARCADIAN HALL
21. COSMOPOLITAN HALL
22. HEALTH CLINIC

23. DOSKER COTTAGE
24. DOESBURG COTTAGE
25. SHIELDS COTTAGE
- †26. DEUTSCHES HAUS
27. MISSIONARY HOUSE
28. OFFICE OF ADMISSIONS
- †29. LA MAISON FRANCAISE
30. VAN ZOEREN LIBRARY
31. PHYSICS-MATHEMATICS HALL
32. BOYD COTTAGE
- †33. TAYLOR COTTAGE

134. GILMORE HALL
- *35. BECK COTTAGE
36. FIELD HOUSE (temporary)
37. A. C. VAN RAALE CAMPUS
(football, baseball fields, track)

- A—CHAPEL
- B—LIBRARY
- C—CLASS ROOMS
- D—ZWEMER HALL

Campus and Buildings

Location

Hope College is located in Holland, a city of twenty-five thousand in the western part of Michigan on Lake Macatawa, which is a bay of Lake Michigan. The Chesapeake and Ohio Railroad affords direct connection with leading cities east and west. Grand Rapids is located twenty-five miles northeast and is reached by the Chesapeake and Ohio Railroad and motor bus lines. The Grand Rapids airport serves the Holland area. Chicago is 150 miles to the southwest. Holland is in the heart of Michigan's fruit and summer-resort belt.

Campus

The main college campus of twenty-five acres contains all the academic buildings and residence halls. The Van Raalte campus, two and one-half blocks east of the campus, contains the athletic fields of the college. It is the site of the original home of Dr. Albertus Van Raalte, founder of the city of Holland and of Hope College. A portion of this campus was a gift of William B. Eerdmans to Hope College in 1947.

Chapel

The Dimnent Memorial Chapel was dedicated in 1929. A large and imposing gothic structure, it is one of the beautiful college chapels in the country. It has sixteen stained glass memorial windows and a four-manual Skinner organ. On the ground floor are five classrooms used chiefly by the religion and philosophy departments, the office of the College Pastor, and a number of faculty offices.

Classroom Buildings

VAN RAALTE MEMORIAL HALL

Van Raalte Memorial Hall contains twenty large classrooms and a number of faculty offices. The administration offices of the college occupy the main floor. Located on the ground floor are the Coffee Shop, lounges and the College (Blue Key) Book Store.

THE SCIENCE HALL

The Science Hall is a four-story brick building of modern design and construction erected in 1941. It accommodates the biology, chemistry and physics departmental programs, the dramatics program, and a portion of the facilities of the Art Department.

NYKERK HALL OF MUSIC

The Nykerk Hall of Music, which includes Snow Auditorium, was open for use in September of 1956. It provides all modern facilities for the Music Department with the exception of organ. It has seven teaching studios, fourteen practice rooms, two classrooms, office, record library, three listening rooms and an auditorium seating 200 persons. This auditorium is used as band and orchestra rehearsal room.

GRAVES HALL

Graves Hall, originally built in 1894 to house the chapel and the library as well as several classrooms, was completely remodeled in 1962. The main and second floors now serve as the Language Center and contain six classrooms, the Winants Auditorium, which is a lecture

Campus and Buildings

hall seating 225, faculty offices, a conference room, and a language laboratory equipped with 72 stations for foreign language study. The major portion of the ground floor is a Student Center. It includes the Henry Schoon Meditation Chapel, a student assembly room, a student lounge, and offices of various organizations such as Student Publications, Student Council, International Relations Club, Alpha Phi Omega and Student Christian Association. The remainder of this floor contains four practice organ rooms, the office of the Professor of Organ and the Office of Public Relations.

VAN ZOEREN LIBRARY

The Van Zoeren Library, a gift of Dr. G. John Van Zoeren, opened in the fall of 1961 and replaced the antiquated facilities of Graves-Winants Library.

The new library has excellent facilities to meet the needs of expanding enrollment and the ever-increasing size of its collection. At present the three floors of the library hold approximately 75,000 volumes.

Each of the floors is organized for maximum study effectiveness. On the main floor are the library offices, work rooms, circulation desk, card catalog, reference shelves, periodicals, reserve books and shelves of new books.

The mezzanine floor holds volumes of Fine Arts, Literature and History. Also on this floor are seminar rooms, staff and student lounges, and the well-appointed Van Zoeren Room.

On the ground floor are the Carley Room, with its theatre seating for film viewing, student typing room, microfilm room, the Education Department's curriculum library, and the Archives — as well as a large portion of the book collection.

PHYSICS-MATHEMATICS HALL

The Physics-Mathematics Hall is the newest academic building on the Hope College campus. The new facility is located directly west of the Van Zoeren Library on Graves Place between College and Central Avenues.

Two lecture halls are joined to the main portion of the building by glass enclosed lobby.

The ground floor of the building houses a mechanical drawing room, radiation laboratory, dark room, storage rooms and mechanical equipment rooms. The first floor includes a receiving room, reading room, storage room, two general physics laboratories, one advanced physics laboratory, four project rooms and lavatory facilities. The second floor has twelve faculty offices, a conference room, an electronics laboratory, five classrooms, four smaller laboratories and lavatory facilities.

GREENHOUSE

Located directly behind the Science Hall, the Greenhouse houses plants and animals used by the Biology Department.

Campus and Buildings

PSYCHOLOGY CENTER

The offices for the staff are in Shields Cottage on the corner of 12th Street and College Avenue. The building contains a number of additional facilities. The offices for psychological counseling services are found here.

On the ground floor are the psychological laboratories used for instructional purposes, a workshop, storeroom, animal room, and a small seminar room, as well as experimental rooms in which students learn laboratory procedures. On the second floor is a room for group experimentation with an adjoining observation room. Also on this floor is a seminar room.

Physical Education Facilities

CARNEGIE GYMNASIUM

Carnegie Gymnasium provides the facilities for the Physical Education Department and the offices and training and equipment rooms for the intramural and intercollegiate sports program. In addition to the playing floor and locker and shower rooms, there are two handball courts, faculty offices and several smaller rooms for corrective exercise. The building was completely remodeled in 1954.

The football fields, baseball and softball diamonds and rubber asphalt running track are located on the Van Raalte campus. These facilities were developed in 1961-62.

Other Buildings

COLLEGE HEALTH CLINIC

College Health Clinic, 66 East Twelfth Street, contains the offices of the college physician and the college nurse. It also has three infirmary wards and offers medical care to all Hope students.

BOYD COTTAGE

Boyd Cottage, located at 103 East Tenth Street, is the headquarters for the Dean of Women.

Women's Residence Halls

Women students who are not residing at home are expected to live in residence halls on the campus. Exceptions to this rule are made only with the approval of the Dean of Women and the President. All women's residence halls are under the general supervision of the Dean of Women.

VAN VLECK HALL

Van Vleck Hall, the historical first building on the campus, was rebuilt and remodeled in 1942. Rooms were given new furnishings in 1951; the lounge in 1958. It houses 40 students.

ELIZABETH R. VOORHEES HALL

Elizabeth R. Voorhees Hall, newly decorated and furnished in recent years, provides accommodations for approximately one hundred ten women. The Voorhees dining room has a capacity of one hundred sixty.

Campus and Buildings

WINIFRED H. DURFEE HALL

Winifred H. Durfee Hall is a residence hall, completed in the spring of 1950. It accommodates one hundred women and provides dining facilities for approximately one hundred sixty students in the dining hall.

PHELPS HALL

Phelps Hall was completed in the spring of 1960. It accommodates one hundred sixty women and provides dining facilities for five hundred fifty students in the main dining room and for sixty in the Conference Room.

COLUMBIA HALL

Columbia Hall was newly furnished and redecorated in 1957. It houses twenty-six women.

GILMORE HALL

The newest of the women's residence halls is Gilmore Hall completed in the summer of 1963. It accommodates 116 students in 58 double bedrooms.

OTHER WOMEN'S RESIDENCES

The French House and the German House provide women proficient in these languages the opportunity to live and study in an environment where the language is spoken. Each residence is equipped with new furnishings and provides a special room for study.

Men's Housing

Hope College provides accommodations in residence halls for 550 non-commuting men students. All non-commuting men students are expected to live in campus housing units. Exceptions will be made only with approval of the Dean of Men and the President.

GERRIT JOHN KOLLEN HALL

Gerrit John Kollen Hall, completed in 1956, accommodates 300 men in well-appointed study bedrooms, two men to a room. A large lounge and library on the first floor and smaller lounges on the two upper floors provide desired facilities for college living. A large recreation center on the ground floor provides ample opportunity for relaxation.

MEN'S DORMITORY COMPLEX

There are five men's dormitories managed by the five social fraternities on the campus. These residences bear the names of the fraternities — Arcadian Hall, Cosmopolitan Hall, Emersonian Hall, Fraternal Hall and Knickerbocker Hall. Each of these dormitories accommodates fifty men and has an apartment for a head resident on the main floor and recreational facilities on the ground floor. They are owned by the college and come under supervision of the Dean of Men.

OTHER MEN'S RESIDENCES

As need arises a number of cottage residences adjoining the campus are used as men's residences. These houses provide a homelike atmosphere for small groups.

Dining Halls

The college maintains three dining halls, one located in Voorhees Hall, one in Durfee Hall and one in Phelps Hall. All dining halls are open to both men and women. Meals are furnished at reasonable cost, under the supervision of the Slater Food Service. Breakfast and luncheon are served cafeteria-style while dinner is served family-style.

Special Services

Advising and Counseling Service

Hope College maintains a pre-college and college advising and counseling program that aims at helping each student clarify his academic, personal, and vocational interests and problems from the time he considers applying for admission until he enters upon his field of professional service.

Pre-college advising is in charge of the college Director of Admissions. Prospective students are invited to visit or write his office relative to their college and vocational planning. Whenever desired or deemed essential, personal interviews and aptitude testing are provided to assist the applicant in his academic and vocational decisions.

The college advising program is under the direction of the Dean of Students. Each entering student is assigned to an experienced faculty adviser who assists him in becoming oriented to campus life and to the academic community. The adviser confers periodically with the student concerning his academic progress. He is the immediate source of help to whom the student may turn for discussion, academic and vocational problems.

Hope College also employs outstanding upperclass students as student advisers and resident advisers. These upperclassmen are trained to deal with student problems and are very helpful in aiding the student in adjusting to college life.

Initial faculty advising assignments are made at the beginning of the freshmen year and generally continue through the end of the sophomore year. At this point, the student is expected to select a major field of concentration. Upon approval of his application for a major the student is assigned to an adviser by the chairman of the major department. This person becomes the academic adviser for the junior and senior year.

Problems of a somewhat specialized nature may be taken to the following members of the Hope College staff:

Academic — Mr. Vander Lugt, Dean of the College

Mr. Hollenbach, Vice President

Campus Employment — Business Manager

Financial — Scholarships: Mr. Hollenbach, Chairman of the Committee

Loans: Mr. Steffens, College Treasurer

Health — Dr. Vander Velde, College Physician

Personal — Mrs. Van Eenenaam, Dean of Women; Mr. Harvey, Dean of Students; Mr. Hilmert, Dean of Men; Mr. Granberg, and Mr. Brown, Psychologists

Reading — Mrs. Schoon, Director of Reading Center

Religious — Mr. Cook, College Pastor

Teacher Placement — Mr. Ver Beek

Placement — Mr. Hilmert, Dean of Men

Vocational Counseling — Mr. Harvey, Dean of Students, Vocational Counselor

Psychological Counseling Service

The Psychological Counseling Service is located at Shield's Cottage (280 College Avenue). It is staffed by two psychologists, and offers help to students experiencing acute or chronic emotional stress which interferes with their college work. Appointments are by referral from house directors, deans, the college pastor or the medical service. The student may request time on his own initiative. There may be a fee for any testing materials required.

Special Services

Health Service

Clinic and infirmary care is offered to every enrolled student and staff member of Hope College in the Student Health Clinic. The Clinic staff consists of the college physician, Dr. Otto Vander Velde and a full-time Registered nurse who is in charge of the health service; part-time graduate nurses; and a housekeeper. The physician's hours are from 9:00 to 11:00 A.M., Monday through Friday, and a nurse is on duty or on call at all times. The college physician is on call also at all times.

Free clinic service consists of an examination by the physician when a student reports for illness, and the administration of ordinary medicines. A small fee is charged for special drugs such as penicillin, etc. Fees for other physicians called in for consultation, major surgery, casts, hospitalization or x-rays — all of which are cared for at the Holland City Hospital — must be paid for by the student.

Infirmary care at \$1.00 per day is provided for all students needing bedside care. Sick students do not remain in the dormitories but are required to enter the infirmary, which has three pleasant rooms furnished with eight hospital beds and other hospital equipment. There is no additional charge for meals to students holding a dormitory meal ticket. Michigan Blue Cross covers infirmary bed care for its policy holders. Parents are notified by infirmary authorities whenever a student is considered to be seriously ill or when surgery is advised.

Reading Center

In order to aid students who have special difficulties in reading, a Reading Center has been established under the direction of Mrs. Helen V. Schoon. Any student desiring help in diagnosing his reading problems and in remedial practice may use this service. Advisers and instructors may refer students to the Center for help. Any student wishing to improve his reading skills, even though he has no special difficulty, may also use the facilities of the Center. The Reading Center is located in Van Raalte 204.

Placement Service

Hope College offers vocational placement service to senior students and in a limited degree to alumni.

The Bureau of Teacher Placement is directed by Professor John Ver Beek of the Education Department. This Bureau collects the information and credentials of those desiring the service and makes them available to interested school administrators. Where possible, administrators are invited to the college campus for interviews with the teaching candidates.

The Vocational Placement Office, under the direction of Mr. Hilmert, serves as a clearing house for information on openings in business, government service, and social agencies. It arranges interviews between interested seniors and representatives from these fields. Also handled through this office are arrangements involving part-time off-campus jobs and summer jobs. The Placement Office is in Van Raalte 101 and is under the management of Miss Peggy Buteyn.

Special Services

The Development Office

In view of the growing need for more adequate facilities for the expansion of the college program an office of development has been established. Among the immediate activities conducted by this office is a campaign for Capital Funds to be used in the construction of a new facility to house the Physics and Mathematics departments.

Continuing a program begun four years ago among the business and industrial and Alumni communities, the present emphasis is addressed to the several churches supporting the college. This approach is made with the denominational plan for capital needs. Expansion plans at the college are proceeding according to a self-study which seeks to anticipate the needs for the next decade.

Alumni Office

The Hope College Alumni Office is a center to promote good relations between the college and her 10,000 graduates and former students throughout the world.

The Alumni Magazine, published quarterly, is the organ of the Alumni Association, and the chief medium of communication between the college and her alumni. The Association, through the Alumni Office sponsors activities on the campus during Homecoming in October and Commencement in June.

The annual Alumni Fund is administered by the Alumni Board of Directors through the Alumni Office. In 1963 the Alumni Fund surpassed its goal of \$100,000 by \$4,050 with 18% of the alumni participating. This money is earmarked for faculty salaries, scholarships and research by the Alumni Board. The 1964 Alumni Fund goal is \$126,000 from 36% of the alumni.

This office also acts as a coordinator for the several Hope College Clubs in the nation. Active clubs are located in Albany, New York City and Rochester in New York State; Chicago, Illinois; Detroit, Grand Rapids, Kalamazoo, Muskegon, Michigan; Cleveland, Ohio; Southern California, and Denver, Colorado. Each Club holds meetings for its membership in its respective area at intervals during the years.

The Hope College men of science have organized as the Science Chapter which meets annually in various sections of the country. Athletic letter men are organized as the Hope College Alumni Varsity 'H' Club.

The Board of Directors of the Alumni Association is composed of a representative from each Hope College Club and Chapter plus three directors at large. The Board meets twice a year: Alumni Day in June and Homecoming in October. See page 157 for the listing of the Board members.

Public Relations Office

All publicity and public relations for the college are handled through the Public Relations office. This office releases to newspapers, radio and television, stories on those events that take place on the campus. It also keeps the student's home-town newspaper aware of his achievements at the college.

Besides publicity for the college, the office of Public Relations coordinates many other college functions: advertising and promotion, requests for information, provision of printed brochures and materials, and the publication of the "Hope College Newsletter," a quarterly paper which is sent to parents of students, ministers, schools and friends of the college.

Student Activities

Danforth Chapel Program

The Danforth Chapel Fund is an endowment of \$25,000 established by the Danforth Foundation in memory of William H. Danforth to promote the spiritual life of Hope College students and faculty. The income is used to defray the expenses of the chapel program and of religious activities related to it.

Cultural Affairs

One of the most important student-faculty standing committees at Hope College is the Cultural Affairs Committee. Hope is a liberal arts college and the education it offers is liberal only when it makes the channel of human life deeper and broader; when it intensifies the grasp and reach of human experience. Since this goal must be emphasized both within and outside of the classroom, the Cultural Affairs Committee invites to the campus each academic year several outstanding lecturers and artists to speak to an all-college assembly or to specifically designated groups. The college also gives generous support to the Holland Community Concert Association in its endeavor to bring to the community cultural events which enrich both "town and gown."

Departmental Clubs

There are a number of organizations on the campus designed to offer students with similar academic interests the opportunity of meeting together for their mutual help and advancement. These clubs are open to all interested students.

Forensics and Dramatics

Speech extra-curricular activities include intercollegiate competition in all of the contests sponsored by the Michigan Intercollegiate Speech League (MISL), such as annual contests in extemporaneous speaking, group discussion, debate, oratory, and the Prose and Poetry Festival in interpretive reading. Local and state contests are also held in the oratorical and extemporaneous speaking events of the Intercollegiate Peace Association. Student representatives attend the provincial and national conventions of Pi Kappa Delta, forensic honorary fraternity.

Dramatic activities center in PALETTE AND MASQUE, a dramatic group which produces both one-act and full-length plays before campus and off-campus groups. A series of full-length plays, one-act plays, and a Children's Theatre production provide the basis for the annual dramatics program.

Honor Societies

BLUE KEY

Blue Key is a national honor fraternity made up of senior men chosen because of their individual academic attainments combined with their participation in student activities. Their purpose as a chapter is to aid the faculty in the furtherance of all worthwhile collegiate activities.

MORTAR BOARD

Mortar Board is a national women's honor organization. The Hope Alcor chapter is composed of senior women selected on the basis of scholarship, leadership and service. Their purpose is to enrich the social and academic life on the campus.

*Psi Chi - National Honorary Fraternity
in the field of psychology. Oct. 27, 1963*

Student Activities

ALPHA EPSILON DELTA

Alpha Epsilon Delta is an international honor society for premedical and pre dental students which encourages excellence in scholarship and an appreciation of the importance of premedical and pre dental education in preparing for the study of medicine and dentistry.

ALPHA PHI OMEGA

Alpha Phi Omega is a national service fraternity for college men. The Nu Beta chapter is located on the Hope campus.

BETA BETA BETA

Beta Beta Beta is a national honor fraternity for outstanding upper class students in the field of Biology. Eta Chapter is located at Hope.

DELTA PHI ALPHA

Delta Phi Alpha, Gamma Chi Chapter, is a national honorary fraternity in the field of German.

ETA SIGMA PHI

Eta Sigma Phi is a national honorary society of undergraduate college students of classical languages. Membership is by invitation and is conditioned upon an attained level of scholarship. The local chapter is known as Gamma Rho Chapter.

PHI ALPHA THETA

Phi Alpha Theta, Gamma Omicron Chapter, is a national honor fraternity for students in History. Members are elected on the basis of high scholastic attainment.

PHI MU ALPHA SINFONIA

Phi Mu Alpha Sinfonia is a national professional music fraternity for men who have demonstrated outstanding musicianship, scholarship, and value to the campus musical life. Iota Omega chapter is located at Hope College.

PI DELTA PHI

Pi Delta Phi, Gamma Mu Chapter, is the national French honorary society.

PI EPSILON DELTA

Pi Epsilon Delta, or National Collegiate Players, is a national honor fraternity open to upper class students who have given distinguished service in theatre work on the campus.

PI KAPPA DELTA

Pi Kappa Delta is a national honorary forensics fraternity, to which students who have made signal contributions in forensic activities are eligible. Gamma chapter is located at Hope College.

Musical Organizations

Students interested in music find abundant opportunity to gratify their desires through membership in one or more of the musical organizations.

THE CHAPEL CHOIR

The Chapel Choir, a mixed group of seventy voices, sings at morning chapel services and on special occasions. Each spring it makes an extensive concert tour. Membership in the Chancel Choir for a minimum period of one year is necessary before a student may audition for membership in the Chapel Choir.

THE CHANCEL CHOIR

The Chancel Choir, open to all interested students, is trained in choral literature and sings on special occasions.

*Sigma Delta Phi - organized March 5, 1965
National Honorary Spanish Fraternity
Epsilon Pi Chapter*

Student Activities

THE WOMEN'S AND MEN'S CHORUSES

The Women's and Men's Choruses, composed of the women and men of the Chapel Choir, are trained separately in programs of sacred and secular music and take short trips periodically in the Holland area.

THE HOPE COLLEGE ORATORIO CHORUS

The Hope College Oratorio Chorus, composed of the above organizations and augmented by other musically interested Hope College students and faculty, presents an oratorio annually, including Handel's "Messiah" on alternate years.

THE HOPE COLLEGE ORCHESTRA

The Hope College Orchestra, a symphonic organization of about seventy-five members, presents its own series of concerts with faculty and student soloists. Young People's concerts for children of the Holland area, accompaniment of the "Messiah," and appearances in other Western Michigan communities are included in its activities.

THE HOPE COLLEGE SYMPHONETTE

The Hope College Symphonette is an orchestra of about twenty-five members selected by audition from the membership of the regular orchestra. The group presents a series of Holland concerts and makes numerous out-of-town appearances including an extensive concert tour each Spring.

THE HOPE COLLEGE BAND

The Hope College Band offers the student an opportunity to play the best of band literature in rehearsal and perform it in concert. The Band gives a series of formal and out-door concerts on the campus and also performs out of town. Guest artists as well as qualified students appear as soloists. During the fall semester the Band entertains at football games.

THE HOPE COLLEGE STAGE BAND

The Stage Band is a student organization which provides an opportunity to perform the standard literature or popular music as well as a laboratory situation for new works. It rehearses weekly under faculty supervision. In order to be eligible, members must be in good standing in either the Band or the Orchestra.

HOPE FACULTY ENSEMBLES

The Hope String Quartet and the Hope Wind Quintet are in-residence faculty ensembles which present a series of chamber music concerts. Other faculty members and visitors often participate as guest artists.

Publications

There are three major student publications on Hope's campus. The first is the *Anchor*, the college newspaper, which is published every week by a staff of students. The second is the *Milestone*, the college year book, edited and published by a staff chosen from the Junior class of the college. In addition to these, *Opus*, a literary magazine, is published annually.

Religious Organizations

The Student Christian Association is the student fellowship organized to develop Christian faith and life on campus. A Central Committee, elected by the students, directs the activities in cooperation with the Religious Life Committee.

In addition to regular meetings for spiritual development, the association sponsors the annual Geneva Retreat, the Spiritual Life Series, the Hope Mission Drive, and campus-wide social events. Christian service is emphasized and offered through chapel participation and through student teams to churches, youth groups, and other organizations.

Student Activities

The personal and social implications of faith in Jesus Christ as Saviour and Lord is developed through the many prayer-study discussion groups on the campus.

Social Organizations

A number of social fraternities and sororities, all local, exist on the campus. Each of the women's societies has a separate club room in one of the women's residence halls. The fraternities each have a college-owned dormitory which serves as living quarters, a place for their meetings and a center for their activities.

Though the fraternities and sororities all have Greek letter titles they are best known on campus by other names. The names of the six sororities are Delphi, Dorian, Sorosis, Sibylline, Alpha Phi, and Kappa Chi. The five fraternities are Arcadian, Cosmopolitan, Emersonian, Fraternal and Knickerbocker. Both men and women are eligible to join these societies in the second semester of the freshmen year providing they have an adequate academic record. Transfer students may join during their first semester if they so desire.

A Pan Hellenic Board and an Interfraternity Council are the governing boards of these two groups of societies.

Student Government

A Student Senate of approximately thirty members is chosen annually by the students to represent the student body in the total college program. The president and vice-president are elected at a general spring election. The other members are chosen from the residence halls and eight are elected at large. The Dean of Students serves as adviser for the Senate. The Student Senate promotes student activities of all kinds, furthers the social program of the college, speaks for the student body on many matters and assists in forwarding the entire program of the college.

Student Court

A Student Court of six members plus a chief justice is appointed annually by the Student Senate president and confirmed by the membership of the Student Senate. Student Court members must be outstanding juniors or seniors and must have a grade point average of at least 2.8. The Student Court has the responsibility of dealing with students who are in violation of college regulations or are involved in any activities that are detrimental to the general welfare of the Hope College community. The institution of the Student Court has been an important step in helping students to accept the kind of responsibility for their peers that they must demonstrate to be adequate citizens in our society.

Association of Women Students

All college women are ipso facto members of this association. It is composed of two divisions: the Women's Council, which is the legislative and judiciary board, whose purpose is to establish and administer a representative form of government for women's residence halls whereby the best interest of women students shall be protected and served; and the Women's Activities Board, which carries out an activities program. A.W.S. promotes and maintains high standards and fosters cooperation and a spirit of service among the women students.

The Hope College A.W.S. is affiliated with the state organization and since 1960 has been a member of the Intercollegiate Association of Women Students.

Student Activities

Athletic Activities

Hope College is a member of the Michigan Intercollegiate Athletic Association, the other members of which are Adrian, Albion, Alma, Calvin, Kalamazoo and Olivet. The association is governed by a Board of Directors, to which each college sends three, a faculty director, the athletic director, and a student representative. A president of one of the member colleges serves in rotation as chairman of the Board of Directors. Hope College competes in all the intercollegiate sports of this association, namely: football, basketball, track, baseball, golf, tennis, and cross-country. All men are eligible to participate in these sports. In order to be eligible for intercollegiate competition, students must meet the academic eligibility requirements of the association.

In 1953, the faculty adopted the following statement describing the purposes and policies of the intercollegiate athletic program:

The program of intercollegiate athletics aims not only to teach physical skills but also to make a positive contribution to the whole education of the individual. The program promotes the maintenance of a high degree of physical efficiency, self-discipline, and character development, the stimulation of a wholesome college spirit, and the development of the sensory motor skills which will be beneficial throughout life. In addition, the types of group experiences provided are those which afford opportunities for socially acceptable and personally rewarding behavior.

The intercollegiate athletic program of Hope College is governed by the rules of the National Collegiate Athletic Association and the Michigan Intercollegiate Athletic Association.

The intercollegiate athletic program is under the direct supervision of the faculty athletic committee. This committee rules on all matters of policy, and reviews and approves all athletic schedules. These schedules are set up in such a way as to incur the least amount of absenteeism from classes. All decisions of this committee are subject to review by the faculty.

The financial control of the athletic program is similar to that in other departments of the college. Athletic funds are handled by the college Treasurer; athletic expenditures and receipts are included in the budget of the college.

Scholarships or grants-in-aid are available on the basis of academic record and financial need only.

The women's intramural sports program is sponsored by the Women's Athletic Association, open to all women students. The governing board consists of elected representatives from each class. Under this program those who wish may take part in volleyball, softball, basketball, badminton, tennis, bowling, ping pong, and other sports. Teams and tournaments are organized and awards are granted on the basis of participation. In addition to this regular program, those who show unusual interest and ability are given opportunities to represent Hope College in Play Days or athletic meets several times during the year with other colleges in the vicinity.

An extensive intramural program for men has been organized by the director of men's physical education under the sponsorship of the Interfraternity Council. Teams are organized on a class, dormitory, or society basis. The following sports open to all men students, are included: basketball, bowling, touch-football, table tennis, golf, volleyball, softball, tennis and track. Trophies are awarded for individual sports and an All Sports Trophy to the winning organization.

Admission to the College

General Information

Many persons express interest in pre-college planning during the early years of the secondary (high school or academy) school program. Such young people interested in Hope College at that time are encouraged to write to the college Director of Admissions for general information and for the brief preliminary application thus enabling his office to offer guidance in their initial planning for college.

Hope College encourages admission candidates to make final application any time following the completion of their junior year and preferably by early March of the senior year. Applicants who give evidence of fine achievement in the first six semesters of high school, inclusive of the ninth grade, can expect prompt approval of their applications for admission with the understanding that they are to conclude their senior year in a satisfactory manner.

A College Committee on Admissions meets approximately every three weeks during the school year to review and determine action on the completed applications received subsequent to any given meeting. The admission candidate can therefore expect a reasonably early response to his application. Final application forms are generally available at the high school offices or can be secured by writing to the Office of Admissions, Hope College, Holland, Michigan.

Hope College will consider for admission a limited number of students who desire to enter college at the beginning of the spring semester. Such applicants should submit their admission credentials not later than one month prior to the opening date of that semester.

The college provides a summer school each year. Students interested in enrolling in the summer session should write for application and information to the Director of the Summer School, Hope College, Holland, Michigan.

Procedure for Admission

A candidate's eligibility for admission to Hope College is determined in terms of several factors—scope and quality of secondary academic achievement, aptitude test scores, recommendations, leadership qualities, interests and educational goal. Each applicant is directed to become better acquainted with the "Aims and Objectives" and "Regulations" of Hope College as stated in the catalog. It is the applicant's responsibility to submit the following admission credentials:

The fully completed personal application form.

Official transcript of secondary school record.

Official transcript of college or university record if any.

One letter of character reference.

The \$10 admission fee. This is to accompany the application and is not refundable.

The completed medical form. This will be mailed for completion with the acceptance letter.

The scores of the College Entrance Examination Board Scholastic Aptitude Test (SAT). This relates to Freshman applicants only unless specifically requested from a transfer applicant.

Admission to the College

To aid in college counseling, in effective class placement, and in admissions where additional criteria are deemed necessary, all prospective Freshmen are asked to take the College Entrance Examination Board Scholastic Aptitude Test (SAT) before entering college. Bulletins of information and applications to take the SAT are generally available at high school counseling offices or can be secured by writing to College Entrance Examination Board, Box 592, Princeton, New Jersey, or C.E.E.B., Box 1025, Berkeley 1, California, whichever office is nearer. The Scholastic Aptitude Test is administered at designated centers on five specific dates each year. The application to take the SAT with the accompanying fee should reach the appropriate office of the College Board no less than one month prior to the examination date selected by the applicant. Hope College encourages each Freshman applicant to take the SAT in the summer following the junior year or preferably in December or January of the senior year. This will enable the college office to receive the SAT scores sufficiently early for effective use.

Entrance Requirements for Freshmen

Hope College subscribes generally to the college entrance requirements as recommended by the Commission on Liberal Education of the Association of American Colleges. The association recommends the following minimal entrance requirements — four years of English, two years of Mathematics, two years of a foreign language, one year of a laboratory science and two years of social science.

The College will consider applicants for admission to the Freshman Class who:

1. Are graduates of accredited secondary schools.
2. Rank academically in the upper half of their senior class.
3. Present 16 or more units in secondary school subjects, a unit representing one school year achievement in a given subject. Graduates of three-year senior high schools should include units earned in the ninth grade in totaling the 16 or more units. A minimum of 11 of these 16 units should be in the following subjects: 4 units of English, 2 units of Mathematics, 2 units in a foreign language, 2 units in social studies (History, Government, etc.) and 1 unit in a laboratory science.

Admission with Advanced Standing

Advanced credit specifically for advanced placement will be granted to incoming Freshmen who while in high school or in summer school satisfactorily completed studies equivalent to college level courses. Adequate achievement in college level work taken in high school should be measured through Advanced Placement Examinations administered by the College Entrance Examination Board in May of each year. College departments in which credit for advanced placement is being requested exercise the right to determine the type and amount of advanced credit to be granted.

Admission of Transfer Students

Students who have completed academic courses at other institutions of recognized collegiate rank and of accredited status may be ad-

Admission to the College

mitted to Hope College with advanced standing. Such applicants must present to the Office of Admissions a transcript of work completed on the college level, a statement of honorable dismissal, and a letter of character reference. The college tends to discourage applications of transfer students who seek to complete graduation requirements in less than four semesters.

Hope College reserves the right to accept only such courses of advanced standing as comply with the requirements established for graduation. Not more than sixty-four semester hours will be allowed for junior college work.

Students of advanced standing from non-accredited colleges may be granted tentative admission on the basis of the nature of academic work completed, statement of honorable dismissal, letter of reference and/or examination.

Student Expenses 1965-1966

Fees

GENERAL SEMESTER FEES

| | |
|--|----------|
| Over-all for boarding students (Tuition, room and board*) | \$850.00 |
| Tuition only | 475.00 |
| Board only* | 225.00 |
| Room only** | 150.00 |
| Tuition per semester hour above normal load of sixteen semester hours*** | 30.00 |
| Tuition per semester hour for less than minimum load of twelve semester hours | 40.00 |

SPECIAL FEES

| | |
|--|---------|
| Matriculation (paid by each student upon application for admission) | \$10.00 |
| Organic Chemistry Laboratory | 16.00 |
| Laboratory for other science courses | 8.00 |
| Applied music*** | |
| Organ — one thirty-minute lesson a week | 50.00 |
| Piano, Voice, or Instrument — one thirty-minute lesson a week | 45.00 |
| Class Instruction in Voice, Piano, or instrument | 22.50 |
| Late registration | 5.00 |
| Diploma | 10.00 |

* The college has the right to increase the board fees at any time it may find it necessary to do so.

** All rooms in college housing are contracted for the college year.

*** The fee for private or class music instruction shall be the only fee required of a student for that course, regardless of the number of semester hours constituting his full load.

Student Expenses 1965-1966

Bills and Refunds

All bills are due and payable at the beginning of the semester at the Office of the Treasurer, Van Raalte Hall.

Contractual arrangements with members of the faculty and staff, and other provisions for education and residence are made by the college for an entire year in advance, in the expectation that a student registering in the fall will be remaining a full year. In the light of this principle, the policy for refunding money to students who withdraw from college during the course of a semester will be as follows:

1. Room deposits and charges are not refundable. No portion of a student's room rental will be refunded if the student leaves after he has registered for the semester.
2. Tuition refunds for students who withdraw from college or adjust schedules during the course of the semester will be computed from the beginning of the week of registration as follows:

If the student is in attendance:

| | |
|------------------------------|---------------|
| Less than two weeks | 80% refunded |
| Between two and three weeks | 60% refunded |
| Between three and four weeks | 40% refunded |
| Between four and five weeks | 20% refunded |
| Five weeks or more | none refunded |

3. Board refunds for students withdrawing from college because of illness will be prorated. Students who for good reason are authorized to change boarding plans after registration will receive the following refund: \$100 for those changing during the first nine weeks of the semester; no refund after the first nine weeks.

Financial Aid to Students

Through the money that the college receives from gifts and the endowment fund, a sizeable part of the cost of every student's education at Hope College is underwritten. Every student attending Hope College, in effect then, receives an educational grant. However, the main burden of responsibility for financing a college education rests with the student and his family. Recognizing the gap between the cost of a good college education and the ability of some students and their families to meet the regular college fees, Hope College has established a three-fold student aid program. Through it, the college seeks to enable worthy students of serious purpose who wish to secure an education at Hope to do so. The program includes educational grants (scholarship and grants-in-aid), loans, and part-time employment.

In order to determine in the most equitable possible way the distribution of funds available for grants or loans, Hope College requires all students applying for a grant or loan to forward to it a copy of the Parents' Confidential Statement which is part of the College Scholarship Service described below. New students, that is

Financial Aid to Students

students applying for entrance into Hope College, should address all inquiries concerning educational grants and loans to the Office of Admissions. Such applications should be submitted by March 1 to receive consideration for the subsequent school year. Students already enrolled at Hope College should address inquiries concerning educational grants to the Chairman of the Educational Grants Committee, and concerning loans, to the Treasurer. Applications for such grants and loans must be submitted by May 1 to receive consideration for the subsequent school year.

The College Scholarship Service

Hope College is one of over five hundred colleges and universities who now participate in the College Scholarship Service in extending financial assistance to worthy students. This service publishes and distributes a Parents' Confidential Statement which is to be filled out by parents of all applicants for assistance in the participating colleges and universities. The parents indicate on this form such family information and financial data that are pertinent to their son's or daughter's application for financial aid. In so doing, the parents help the colleges in determining the family's financial strength and in making decisions that are fair both to the individual and to the student body.

The Parents' Confidential Statements are distributed through the secondary schools. A copy may be obtained by writing directly to the College Scholarship Service either at Box 176, Princeton, New Jersey, or Box 1025, Berkeley, California, whichever office is nearer. When completed by parents and student, the statement should be returned to the service center. For students applying under the Early Decision Plan, the deadline for filing the Parents' Confidential Statement is December 1; for other students, the deadline is March 1. The College Scholarship Service will evaluate and forward the Parents' Confidential Statement to the college(s) named on the blank. The cost of this service is \$3.00 for the first copy and \$2.00 for each additional copy requested.

Educational Grants

Educational grants are sums of money given to students who meet certain qualifications. The money is an outright gift. Most of these grants are awarded to students who have given evidence of leadership qualities, of financial need, and of superior intellectual ability through high academic achievement. Such grants are called scholarships.

In addition, certain limited funds have been established to aid students whose scholarly achievement, while adequate, does not reach the level required for a scholarship, but who for other reasons, chiefly financial need and leadership qualities, have been considered worthy of assistance. These awards are termed grants-in-aid.

Normally, scholarship awards made for a particular year will be continued in subsequent years as long as the student maintains an academic record at scholarship level (B average) and a record of good campus citizenship. Grants-in-aid are subject to annual review.

Financial Aid to Students

Funded Scholarships

JOHN H. RUMPH SCHOLARSHIP

A fund of \$10,000, the income to provide scholarship aid for a worthy senior student in need of funds to complete his or her education. (Established by Mrs. Maude C. Rumph in memory of her husband.)

FRANCES H. VAN ZANDT SCHOLARSHIP

A fund of \$5,000, the income to provide a scholarship for a worthy student preparing for the Christian ministry.

KATHRYN VAN GROUW SCHOLARSHIP

A fund of \$500, the income to provide scholarship aid for a needy student who is preparing for full-time church work.

JOHN L. HOLLANDER SCHOLARSHIPS

A fund of \$10,000, the income to provide scholarship aid for worthy students of good character who desire higher education leading to professions in the fields of law, economics, music or teaching. (Established by Mrs. Hollander in memory of her husband, Judge John L. Hollander.)

ESTELLE BROWNING McLEAN SCHOLARSHIPS

A fund of \$10,000, the income to provide scholarship aid for worthy students. (Established by C. M. McLean, former member of the Hope College Board of Trustees.)

MARY BUSSING SCHOLARSHIPS

A fund of \$50,000 from the estate of Miss Mary Bussing, the income to provide scholarship aid for students of ability, leadership and educational purpose.

JOHNSON-HENRICH SCHOLARSHIPS

A fund of \$11,000, the income to provide scholarship aid to worthy students. (Established by Mr. and Mrs. Howard Johnson in memory of Mrs. Johnson's father, Frederick Henrich.)

EMERSONIAN MEMORIAL SCHOLARSHIP

A fund of \$6,500, the income to provide scholarship aid to needy students of high moral character and Christian commitment. (Established by the Emersonian Alumni of Hope College.)

FRATERNAL ALUMNI SCHOLARSHIP

A fund of \$5,000, the income to provide scholarship aid for worthy students.

AGNES ROSS SCHOLARSHIPS

A fund of \$7,000, the income to provide scholarship aid for worthy students.

WALTER F. BANK ENDOWMENT FUND

A fund of \$23,000, the income to provide scholarship aid for deserving students.

JOHN DYKEMA SCHOLARSHIP FUND

A fund of \$10,000 established by Susan M. Dykema, to provide scholarship aid for worthy students facing financial need.

The Geneva Fund

The Geneva Fund is established to promote international understanding and world peace. Part of the income is used to provide scholarships to college students from countries outside the U.S.A. who show promise of becoming leaders in the application of the principles of the Christian religion in this area of human relations.

Financial Aid to Students

Designated Scholarships and Grants

A. GENERAL

MARBLE COLLEGIATE MEN'S LEAGUE SCHOLARSHIPS

Six \$300 awards available to selected students of high ability and dedication to life purposes consistent with the goals of the Reformed Church in America. Three of these scholarships are specifically named: the Herman Halstead and the Earnest Shay Scholarships in memory of these church leaders, and the Norman Vincent Peale Scholarship, to be awarded to a young man preparing for the ministry.

THE DE WITT FOUNDATION SCHOLARSHIPS

Awards of \$400 to be used as a scholarship aid for students who are the children of employees of the DeWitt Industries and subsidiaries as designated by the donor. The grant will continue for four years contingent upon good academic performance.

GENERAL MOTORS SCHOLARSHIP

A scholarship in amount dependent upon individual need ranging from \$200 to \$2,000, granted on the basis of competitive examinations administered by the college, to an entering freshman. This scholarship continues for four years, contingent on good academic performance. (For further information, contact the Director of Admissions.)

DETROIT EDISON SCHOLARSHIP

A scholarship to be awarded to an outstanding student applying for entrance into Hope College, toward expenses of the freshman year, the amount determined annually by the Detroit Edison Company.

CONSUMERS POWER COMPANY SCHOLARSHIP

A scholarship to be awarded to an outstanding student applying for entrance into Hope College, toward expenses of the freshman year, the amount determined annually by the Consumers Power Company.

BLUE KEY HONOR FRATERNITY SCHOLARSHIPS

Two awards of \$200 to worthy students of high scholastic achievement as recommended by the members of the Blue Key Fraternity.

FIRST REFORMED CHURCH OF SCHENECTADY FOREIGN STUDENT SCHOLARSHIP

A \$700 award to an upperclass foreign student. Criteria are a good academic record, a fine contribution to the life of the campus, and career plans to serve the people in his homeland.

ALVIN M. BENTLEY FOUNDATION SCHOLARSHIP

An award of \$750 to an academically superior and financially needy freshman student who is a graduate of a Michigan high school.

CLARENCE P. DAME SCHOLARSHIP FUND

A sum of \$500 for grants to students who are preparing for full time Christian service in the Reformed Church in America and who are in financial need. Priority is given to students from the Second Reformed Church of Kalamazoo and the Classis of Kalamazoo.

B. CHEMISTRY

A number of corporations and foundations have granted funds to be used as scholarships for students who will make chemistry their profession. Awards are made on the basis of financial need and scholastic records, and range from \$150 to \$500. A "B" or better average is required for eligibility. Interested students should consult the chairman of the Chemistry Department for further information and scholarship blanks.

Financial Aid to Students

STANDARD OIL OF INDIANA GRANT

One \$500 award to a student entering his senior year in the field of Chemistry.

DOW CHEMICALS GRANT

Three scholarships — one for a sophomore, one for a junior, and one for a senior — totaling \$1,000, for Chemistry majors.

DuPONT GRANT

Awards totaling \$1,000 for students majoring in Chemistry.

JOHNSON FOUNDATION GRANT

Awards totaling \$1,000 for students majoring in Chemistry.

LUBRIZOL CORPORATION GRANT

A scholarship grant of \$200 for a student majoring in Chemistry.

C. EDUCATION

DuPONT GRANT

Nine awards for summer study, open to upperclass students in Chemistry, Mathematics or Physics, to prepare for secondary teaching. The grant includes tuition and a \$250 stipend.

MICHIGAN EDUCATION ASSOCIATION SCHOLARSHIP

This is an award of \$500 based on merit and need granted to a Hope College education senior. The MEA grants one such scholarship to colleges in the state which are on the NCATE list.

D. MUSIC

FRESHMAN MUSIC SCHOLARSHIPS

Scholarships are awarded each year to entering freshmen in the applied music fields of Piano, Voice, Instrument and Organ. Scholarships are awarded on the basis of an audition held on either the last Saturday morning in February or the first Saturday morning in March of the preceding Spring, either in person or by means of a recording. Additional information can be secured by writing to the head of the Music Department.

GRACE MARGUERITE BROWNING SCHOLARSHIP IN VOICE

A scholarship awarded each year to the junior or senior music student who, in the opinion of the Music Faculty, has proved himself worthy of such a scholarship, under the following conditions:

- a. He has been in residence at Hope College for two years.
- b. He maintains a good general academic record during the year the scholarship is granted and does superior work in his applied music field. Failure to do so means immediate termination of the scholarship.

The scholarship is for one lesson per week throughout the year or two lessons per week for one semester. A student may receive the scholarship for one year only.

CLARYCE ROZEBOOM MEMORIAL SCHOLARSHIP IN ORGAN

A scholarship awarded to a member of the junior or senior class on the same basis as the Browning Scholarship in Voice.

SCHOLARSHIP IN PIANO

An award made to a member of the junior or senior class on the same basis as the Browning Scholarship in Voice.

SCHOLARSHIP IN INSTRUMENTS

An award made to a member of the junior or senior class on the same basis as the Browning Scholarship in Voice.

Financial Aid to Students

E. PSYCHOLOGY

CHRISTOPHER JAMES STRINGER MEMORIAL FUND

An award of \$100 to a student entering his junior or senior year and majoring in psychology, as selected by the psychology department staff.

Hope College General Scholarships

A number of scholarships are granted by Hope College to applicants who give evidence of superior ability, better than average academic achievement, demonstrated leadership and financial need. These scholarships are continued as long as the student maintains a scholarship level academic record (B average) and a record of good campus citizenship.

Hope College Grants In Aid

Some limited funds are available to aid students who do not meet the scholastic requirements for scholarship awards but who for other reasons, chiefly financial need and leadership qualities, are considered worthy of financial assistance. These grants are for one year. Application for renewal must be made to the Chairman of the Educational Grants Committee by May 1 to be considered for the subsequent year.

Grants of Reformed Church Boards

BOARD OF DOMESTIC MISSIONS SCHOLARSHIPS

Two \$200 scholarships are available to women students, members of the Reformed Church, who are planning to enter full-time Christian Service. The grants are renewable upon evidence of satisfactory progress. In addition, several \$400 scholarships are available to persons from Annville, Kentucky and from Southern Normal High School, Brewton, Alabama, who are planning to enter full-time Christian service. Application must be made directly to the Board of Domestic Missions, 475 Riverside Drive, New York 27, New York.

BOARD OF BENEVOLENCE SCHOLARSHIPS

The Board of Benevolence, Reformed Church in America, was organized to assist young men and young women in preparation for definite Christian work in the Reformed Church in America. Students interested should write for the necessary blanks to the Secretary of the Board of Benevolence, in care of Hope College, Holland, Michigan.

BOARD OF EDUCATION SCHOLARSHIPS

The Board of Education of the Reformed Church in America assists needy college students who meet certain academic requirements and who are preparing for the Christian ministry. Students interested can secure information by writing to the Board of Education, RCA, 475 Riverside Drive, New York 27, New York, or to the college.

STATE OF MICHIGAN SCHOLARSHIP PROGRAM

In 1964 the legislature of the State of Michigan enacted legislation establishing competitive scholarships for residents of the State who plan to attend a college within the state borders. Students interested should consult their high school counselors for information and application forms.

Loans

Loans are presently available to qualified students from five sources:

1. The Hope College Loan Service at the First National Bank of Holland makes short term loans to worthy students. Written applications for a loan must be made at the bank at least one month be-

Financial Aid to Students

fore the close of the semester in which the loan is to be used. At least one-fourth of the amount borrowed in any school year shall be repaid during the following summer. The interest rate is 6%.

2. The Henry Strong Educational Foundation provides funds to undergraduate Juniors and Seniors and to Sophomores in the upper one-third of their class. Interest at the rate of 3% begins to accrue at graduation and repayment is at a specified rate covering a period of four years after graduation. Application for a loan should be made to the College Treasurer.

3. The college is the recipient of loan funds under the terms of the National Defense Student Loan Act. All students in need are eligible with special consideration given to students with superior academic backgrounds who intend to teach in elementary or secondary schools or those whose academic backgrounds indicate superior capacity or preparation in science, mathematics, engineering or a modern foreign language. Application forms may be secured at the office of the College Treasurer.

4. The Michigan Higher Education Assistance Authority grants loans to needy students who are legal residents of Michigan and who are in good academic standing in the degree program. An amount of \$15,000 has been allocated to Hope College. Loans are made through the student's home bank at an interest rate not to exceed 6%. Application forms may be secured at the office of the Treasurer of Hope College.

5. Several other educational foundations have loan funds for students. Information is available at the Office of the Treasurer of the College. For example, the Hattie M. Strong Foundation provides loan funds up to \$3,000 to Junior or Senior students interest free during college years. The Pickett and Hatcher Educational Fund grants loans to students at a 2% interest rate during the student's college years and 4% thereafter.

Employment

Limited opportunities for part-time employment on campus and in the community exist for students who need to be partially self-supporting while at college. A Faculty Committee on Employment seeks to locate and assign part-time jobs to students most in need of self-help but cannot guarantee job assignments to all students applying. Campus employment is assigned in the spring and summer preceding the opening of each school year. Off-campus work is arranged with the employer after the students have completed registration for classes.

Students needing employment for a particular school year should file applications on the available Student Employment Application Forms. Returning students can obtain these at the College Business Office. New students should submit inquiries to the Director of Admissions.

The Faculty Committee on Employment recommends that a student whose academic record falls below a C average in a given semester should refrain from part-time employment until his academic record is re-established. If he must carry a considerable work program along with his studies, he is advised to reduce his academic load. New students are urged to adapt themselves academically to college study and campus life before attempting part-time employment.

SECTION I - B

The Academic Program

| | |
|--|----|
| ACADEMIC SESSIONS | 33 |
| THE DEGREE PROGRAM | 37 |
| GENERAL ACADEMIC REGULATIONS | 40 |

Academic Sessions

The Regular Session

The great majority of the curricular offerings are given in the two-semester regular session, beginning in September and ending in June. Classes are held Monday through Friday throughout the day, the first class beginning at 8:30 a.m. and the last (eighth) period ending at 4:50 p.m. The college calendar gives the exact dates of this session.

The Summer Session

Hope College offers a program of summer school study on its campus to meet the needs of students from its own regular sessions and from other colleges. Most of the courses extend six weeks; several extend eight weeks. The courses are undergraduate credit courses which can be applied toward the A.B. degree at Hope or transferred to other universities or colleges. Students regularly enrolled at another college should secure advance permission from the academic dean of that college if they wish credit transfer for summer study taken at the Hope summer school. Veterans may apply for full privileges under the G.I. Bill.

Within the framework of this summer school the college maintains a Summer Trial Session, which is a special program designed to help high school graduates with some promise but with weak academic background prepare themselves to move successfully into the normal college freshman program in the regular fall session. In this six-week session the enrollees study two subjects on a collegiate level and are given special counseling and instruction designed to improve their reading and study skills. The program is designed to introduce the student to college level study under the most favorable conditions. Upon completion of the session, the grades and comments of the teaching staff are used by the Admissions Committee to help determine whether the student is ready to be admitted into the regular college program.

A separate summer session bulletin gives more complete details on the regular course program and the summer trial session. Interested persons are asked to direct inquiries to the Director of the Summer School.

European Summer Program

Since 1956 Hope College has conducted an annual summer session in Vienna, Austria. The program is designed primarily to meet the needs of Hope students, but qualified sophomores or juniors from other institutions are admitted.

The academic offering of the Hope College Vienna Summer School includes courses in Art, Music, Literature, and History, taught in English as well as courses in German language and literature, taught in German. Students can earn up to six semester hours of credit during the session.

The faculty of the Vienna Summer School is made up primarily of European instructors, appointed to the Hope College staff for the summer, who emphasize those aspects of their respective fields which can best be studied in the European location. Attendance at concerts, visits to museums and field trips are included in the various course requirements.

For its classes in Vienna, Hope College utilizes the facilities of the Institute of European Studies, which also houses programs of

Academic Sessions

other American institutions. Students live in private homes, eat the noon meal together and are given a weekly refund for their supper. They are free to plan their own leisure time. Two weekend excursions, one to Prague, Czechoslovakia, the other to the Salzburg Music Festival, are arranged for the entire group.

Students registered for the full European Summer program travel together to Europe by ship and take part in a three-week study tour prior to the opening of the academic session in Vienna. The study tour includes meetings with European leaders and students, visits to universities, museums and factories and attendance at musical performances. No credit is given for this part of the summer program and students may elect to come to Vienna on their own.

Following the close of the Summer Session in Vienna students have about two weeks of free time for independent travel. The group meets for an evaluation session and the return flight at the end of the summer.

Opportunities for Prolonged Study Abroad

In addition to the Vienna Summer School, which is part of the regular college offering, the college participates in a number of other and longer foreign programs which are open to qualified students.

1. European Semester Plan

The European Semester Plan is designed as a continuation of the European Summer Session. It enables qualified Hope students to remain in Europe for the fall term as participants in the regular University of Vienna Junior Year program.

Students registered for the European Semester Plan are under the jurisdiction of the University's Institute of European Studies which reports progress and grades of participants to Hope College. By arrangement between the two institutions full credit for work completed in Vienna will be granted by Hope College.

Prerequisites for enrollment in the European Semester program are: completion of two years of college, German language proficiency, departmental approval of academic program and endorsement of application by the director of the Vienna Summer Session.

Students enrolled in the European Semester program may register for courses in English at the Institute and for courses in German at the University. An intensive two-week language and orientation session precedes the opening of the regular University courses, and a ten-day ski trip is arranged for the Christmas holidays. Fees for the European Semester Plan are approximately the same as for the regular semester at Hope College.

2. European Semester Plans in Paris, Madrid and Freiburg

Through the informal affiliation between Hope College and the Institute of European Studies well qualified students who have spent the summer in the Hope College program in Vienna will be able to transfer to the German, French or Spanish program of the Institute under approximately the same conditions as those currently in effect for the Vienna Semester.

3. Study in Non-Western Areas: Beirut, Tokyo, Bogota, and Guanajuato

Hope College, along with the other eleven colleges represented in the

Academic Sessions

Great Lakes Colleges Association, provides study opportunities in the Near East, Japan and Latin America. These are designed to introduce students to the world which is outside the Western, European-American oriented civilization. In each of the three programs the cost of the year abroad, including travel, is approximately the same as that of a year's room, board and tuition at home.

A. GLCA Latin American Program

As part of its Non-Western Studies program, the Great Lakes Colleges Association has established a study center in Bogota, Colombia, where students from member colleges have the opportunity to spend their sophomore or junior year engaged in the study of a wide variety of subjects, while living in a foreign environment.

Under this Latin American Program, students in humanities and social sciences can spend from 10 weeks to 12 months in Latin America and obtain from 10 to 47 semester hours of general, major or elective credit.

Recognizing the importance of a speaking knowledge of the language of the country visited, this program includes an accelerated Spanish language course so that as much of the language as possible is learned in the foreign country. The program is able to accept students with as little as one year of high school Spanish and yet have all of the instruction given by Latin Americans in Spanish.

As shown below, the program is divided into three stages, allowing the student to participate in whichever sequence or combination of them best fits his needs. Dates are approximate.

Stage 1 (Guanajuato, Mexico, July 1 - Sept. 6) is a ten week summer session especially designed (a) to provide basic intensive language instruction for students who have only high school Spanish or as little as one semester of college Spanish, (b) to provide additional courses for students having more Spanish background but who can stay no longer than a summer in Latin America, and (c) to develop some basic skills, knowledge and insights for participating in Latin America culture.

Stage 2 (Bogota, Sept. 15 - Dec. 15) is a special program for American students who have either completed Stage 1 in Mexico or who already have had two semesters of college Spanish in the United States. Other students who for some reason can spend only this quarter in Colombia may also apply. This program is especially designed to prepare American students to participate successfully along with Colombian students in Stage 3 of the program.

Stage 3 (Colombian universities in Bogota, Feb. 3 - July 1) is for American students who have sufficient Spanish to compete with Colombian students in regular university classes in humanities and social sciences in either Universidad Nacional, Universidad Javeriana, or Universidad de los Andes - all in Bogota. The Spanish background may have been obtained either in the U.S. or in Stages 1 and 2 of the Latin American Program.

During all three stages students live with Mexican or Colombian families. The total cost for the program, including transportation, is approximately the same as tuition, room and board for an equal length of time on the Hope campus.

Academic Sessions

B. GLCA Japan Program — Waseda University in Tokyo

Students are enrolled in the International Division of the University where most instruction is in English. No prior knowledge of Japanese is required, but language instruction in Japan is part of the program. As part of the exchange between the Japanese institution and the Great Lakes Colleges Association, a member of the Waseda faculty has been appointed visiting lecturer at Hope College for the current academic year.

C. GLCA Near East Program — The American University in Beirut

As in the case in the Japan program, students from Hope College are able to enroll in courses taught in English, as well as in language courses. Three Hope students are registered in Beirut during the current year.

Washington Semester Plan

The Washington Semester Plan enables superior students from a limited number of colleges, including Hope, to study government and politics at the heart of our nation's life in Washington, D.C. The program proceeds under the direction of the American University, and by virtue of an agreement between the two institutions, full credit for the study completed is granted by Hope College. Select students in junior and senior years are eligible for participation in this distinctive program. For further information, consult Professor Vanderbush.

Programs for Talented Students

As part of its philosophy of education, Hope College is concerned that each student is stimulated to grow in every course and class he may take. Consequently, the college has developed a number of special programs which are especially designed to challenge the student with unusual academic talent or background. These programs include honors courses and honors sections in the freshman and sophomore years, and in the junior and senior years special courses and tutorial work that encourage the talented student to explore widely and independently and to think creatively. Furthermore, through placement examinations, students are able to avoid useless repetitive learning and are given opportunity to enter courses at the proper level in the fields in which they have achieved advanced standing.

Programs for Freshmen and Sophomores

In the underclass college honors sections students are expected to explore more freely and broadly and to take more responsibility for learning than is generally done in the college required courses. Students enter the Honors sections upon invitation from the college Honors Committee. Invitation to enter the freshman courses is extended to students on the basis of high school grade records, test scores, and other available information indicating the student's achievement and potential. Special consideration is given to students who have done well in high school Honors and Advanced Placement Courses, who have been cited in the National Merit Scholarship contests, or who have an excellent academic record. Students not accepted at first may be admitted to the program later if they demonstrate ability to do superior work in their college courses by maintaining at least an overall B average.

Academic Sessions

The honors courses include Introduction to Liberal Studies, European Civilization, Inorganic Chemistry, and World Literature.

Placement by Examination

Students coming to Hope with a strong high school background in a foreign language, mathematics, or chemistry and who wish to continue study in these fields, regularly take placement tests during Freshman Orientation Week. These results, along with the high school record, are used to place the student at the proper level in the course sequence. For example, incoming students with a good high school mathematics background may score well enough in the math placement test to by-pass the normal first-semester college math course (College Algebra and Trigonometry) and enter directly the next course.

Students who have taken an Advanced Placement course in high school and who have passed the National Advanced Placement Examination in that course at a 3 point level or better are automatically eligible for placement at the next level of the college sequence and may receive college credit. If the Advanced Placement course is in the same area as one of the general course requirements for graduation, the student is exempted from taking the course in college.

Upperclass Opportunities

To provide additional flexibility to the advanced course offerings designed for major students and to encourage independent study and research, nearly all departments that give majors offer a senior level course that is run in seminar fashion. These involve special readings in areas not covered by other more structured courses, or a research project and written thesis, or a combination of these two.

Completely individualized study, an upper-level tutorial, is open to superior students in the senior year through the Senior Honors Project. (See page 42 for more complete description.)

In several departments, notably chemistry, biology, and psychology, opportunity is provided for talented upperclass majors to participate in summer research carried on by staff members under foundation research grants. Students chosen take part in important research and are granted stipends for this work.

Students with excellent academic records and an interest in college teaching as a career may apply for entrance into the Michigan Scholars in College Teaching Program at the close of the sophomore year. Selected seniors in this program participate in a colloquium, "Explorations in College Teaching," and receive several scholarly privileges and opportunities that help them move toward this career. (See page 130 for more complete description.)

The Degree Program

The curricular program is based on the concept of four academic years of college work leading to the Bachelor of Arts degree. Although students enter college from secondary schools with a wide variation in background and education, the first responsibility of the college is to provide for each student a broad base of experience in the various fields of human activity which will enlarge his understanding of the world in which he lives, help him in disciplining his mind, and assist

The Degree Program

him in acquiring a vital Christian philosophy. The basic courses that are required of every student aim at these objectives and are designed, therefore, to help him acquire the knowledge, skills and attitudes essential for carrying out the common responsibilities of Christian world citizenship. The field of concentration requirement also aims at these broad, liberalizing ends.

The second responsibility of the college is to help prepare each student to take his place, as a contributing member of society, either in a chosen vocation or profession or in a professional or graduate school in which he may continue his specialized training for a career. The requirement of a field of concentration aims partially at fulfilling this need. In several areas, professional sequences also contribute to this objective. Finally, the basic course requirements aim at developing competencies which are important for most special vocations.

Specific Requirements for the Degree

SEMESTER HOURS AND QUALITY POINTS

A student to be eligible for graduation must pass all college required courses and present one hundred twenty-six (126) credit hours of college work in which he has achieved a quality point average of 2.00. See page 40 for explanation of quality points.

RESIDENCE

No degree will be conferred upon anyone who has not spent his senior year at Hope College.

GENERAL COLLEGE COURSE REQUIREMENTS

1. Introduction to Liberal Studies

A nine semester-hour sequence, required of all freshmen. This sequence aims to raise to a more significant level interest in and concern for exploring the basic human questions that every adult faces, and to provide a rationale for the educational requirements the Hope student will face and an understanding of the liberal values of his study. Finally it seeks to develop his skill in expressing his reflections on such questions clearly, forcefully, and in orderly fashion in speech and writing. The sequence includes English 13, Speech 13, and Philosophy 13.

2. Cultural Heritage

A twelve semester-hour sequence, normally completed by the end of the sophomore year. The sequence includes: (a) six hours of literature—English 31, 32; (b) three hours of Music or Art—normally Art 21 or Music 17; (c) three hours of History.

3. Social Science

A six semester-hour sequence, normally completed by the end of the sophomore year. One semester course must be chosen from the economics or political science areas—recommended: Economics 31 or Political Science 11; and one course from the psychology, sociology areas—recommended: Psychology 15 or Sociology 31.

4. Science and Mathematics

An eleven semester-hour sequence, normally completed by the end of the sophomore year.

Students must elect two courses from those designated in the departments of chemistry, biology and physics. At least one of these courses must include laboratory. The third course must be in the field of mathematics. For non-mathematics or non-science majors, Mathematics 23 or 35 is recommended. Proper placement will be determined by placement examination.

The Degree Program

5. Foreign Language

The basic requirement for all who enter with normal requisites for entrance (at least two years of high school language) is one additional year of language study. All such students may satisfy the college requirement by taking the intermediate course (8 hours) or an advanced course of six hours in the language they studied in high school, or by taking the elementary course (8 hours) of a different language. Students who do not present two years enter with a deficiency. To fulfill the college requirements they must first remove the deficiency by completing an elementary language sequence, and then continue with a one-year sequence to fulfill the college requirement. Since most departments ask for two years of a foreign language for the major, it will be advantageous to the student to continue the language he started in high school. All language courses taken in college will count toward the 126 units necessary for graduation, but courses which repeat language study taken in secondary school may not be used to fulfill the language requirement.

The following departments require foreign language competency equivalent to two college years of language study as part of their requirements for a departmental major: Art, Biology, English, History, Philosophy, Physics, Religion, Speech. Most other departments recommend such proficiency and require it for those majors planning on graduate study in their field. See specific statements under each department's course descriptions.

6. Bible-Religion

A six semester-hour sequence, normally completed by the end of the sophomore year. Bible 21 and 22. In addition, a three hour course to be taken either semester of the senior year. Students may elect from the following courses to fulfill this requirement: Religion 51 or 52 (Rise of Christianity); 64 (Christian Ethics); 63 (Christian Classics); 71 (Philosophy of the Christian Religion); 75 (Philosophy of Religion).

7. Physical Education

Two semester courses in Physical Education activities, totaling two semester hours, normally completed in the freshman year.

Women students may choose from Physical Education 11, 12, 14, 15, 16 and 17. Men may choose from 15, 21, and 22. Students may enroll in additional activities courses, but only two semesters of these courses may count toward the 126 hours needed for the degree.

FIELD OF CONCENTRATION

To provide depth and penetration in at least one field of knowledge, the student must, at the close of his sophomore year, declare a field of concentration. Normally this will mean that he will choose a department in which to do his major work. However, in order to meet some special cultural or vocational end, a composite major may be substituted. The major may be changed with the consent of the heads of the departments involved and the Director of Counseling.

Departmental Major: A student wishing to be accepted as a candidate for a major in a department must fill out the proper application form, obtainable at the counseling office, and submit it to the chairman of

The Degree Program

that department by the end of the sophomore year. If he is accepted, the chairman or a designated member of that department becomes his advisor for the remainder of his college work, and with the student works out the academic program. In Part II of this catalog, along with a listing of the course offerings, are found the specific requirements for a major in the various departments. These requirements must be met for graduation. Every student must complete a minimum of 75 semester hours outside his department of concentration.

COMPOSITE MAJOR

Composite Major: A composite major requires the approval, in advance, of the Educational Policies Committee except in the case of composite major programs for which general approval has already been granted. Students planning to follow one of these programs should consult the Department of Education by the end of the sophomore year. Those interested in an individual composite major should consult the Dean of the College. Composite majors must have a concentration of at least 18 hours in one department. At present the following composite majors are approved:

For students taking the program leading to an elementary teacher's certificate: A minimum of thirty-three semester hours of recommended courses in one of the following areas. Students wishing to complete one of these majors must get approval from the Department of Education. (The details of each of these composite majors are given on pages 132 and 133).

- a. Language Arts (English Language, Speech, Foreign Language. Focus is on language as a communicating art). Advisor: Brand.
- b. Humanities (Literature, Art, Music.) Advisor: ten Hoor.
- c. Social Studies (History, Political Science, Sociology, Economics, Geography). Advisor: Vanderbush.
- d. Science (Biology core, Physics, Chemistry). Advisor: Rieck.

General Academic Regulations

System of Grading

Each student receives a grade in his courses at the middle of the semester and at the close of the semester. The mid-semester grades do not appear on a student's transcript; they are designed to give the student an indication of his progress.

The system of grades is as follows:

| Grade | Significance | Quality Points |
|-------|------------------|------------------|
| A | Superior | 4. per sem. hr. |
| A— | Superior | 3.7 per sem. hr. |
| B+ | Good | 3.3 per sem. hr. |
| B | Good | 3. per sem. hr. |
| B— | Good | 2.7 per sem. hr. |
| C+ | Average | 2.3 per sem. hr. |
| C | Average | 2. per sem. hr. |
| C— | Average | 1.7 per sem. hr. |
| D+ | Weak but passing | 1.3 per sem. hr. |
| D | Weak but passing | 1. per sem. hr. |
| D— | Weak but passing | .7 per sem. hr. |
| F | Failure | 0 |
| I | Incomplete | |
| W | Withdrawal | |

General Academic Regulations

Quality points, the numerical equivalent of the letter grade, are used to determine the student's rank in class, academic honors, and academic warning. By way of example, a student receiving an A, B, C, D, or F in a three-semester-hour course earns 12, 9, 6, 3, or 0 quality points respectively. The number of earned quality points divided by the number of semester hours of courses attempted establishes the quality point average of a student. A quality point average of 2.00 or better in 126 hours of course work is necessary to meet grade requirements for graduation.

Incompletes, Failures, and Withdrawals

An incomplete (I) is given only when circumstances do not justify giving a specific grade. It must be removed within the first nine weeks of the semester following the one in which the incomplete was received. If not removed within this time, the incomplete becomes a failure (F).

A failure (F) cannot be removed from a student's record. However, if a course is repeated, the second grade is recorded as the final grade for the course. If the course is required for graduation or for a major, it should be repeated the next time it is offered. If not required, it may be repeated only with the approval of the counselor and the college dean.

A withdrawal (W) is given only when a student withdrawing from college before the end of a semester is doing passing work in the course. Otherwise a grade of failure is recorded. For students desiring to withdraw from a course while remaining in college, see below for regulations governing dropping a course.

Academic Standing

Students entering college with the intention of working toward a bachelor's degree should study carefully the requirements for graduation, especially the qualitative standards, or minimum honor point average. The minimum of 2.0 or "C average" required for graduation means that a student who has a cumulative average at the end of his freshman year of less than 1.6; at the end of his sophomore year of less than 1.8; and at the end of the junior year of less than 1.95 is not progressing in his academic work sufficiently to indicate successful completion of the degree requirements.

Students who fall below these cumulative averages or who fall significantly below a C average for any particular semester are sent a letter of academic warning and are asked to see their counselors for further academic advisement. Their parents are also informed of their status. A student continuing under academic warning for two or more semesters may be requested to withdraw from college if, in the judgment of the counselor and deans, such action is felt to be best for the student.

Withdrawal from College

In order to assure himself of an honorable dismissal from college at any time prior to his graduation, a student who wishes to withdraw must obtain a Withdrawal card from the Recorder. This card must be signed by the Treasurer and the Dean of the College.

General Academic Regulations

Change of Courses

Students are urged to study the course offerings carefully before registration so that their course program for a given semester need not be changed. The following limitations are placed on changing of courses:

Adding of Courses: No student may enter a new course after the end of the second week of the semester.

Dropping of Courses: No student is permitted to drop a course without failure except with the approval of the instructor and counselor, and then only within the first six weeks of the semester. (A Freshman, however, will have until the mid-semester grades of his first semester in attendance have been reported.) Courses dropped after the time limit will be recorded as failures. Under unusual circumstances appeal may be made to the Administrative Committee, through the Dean of the College.

Senior Honors Project

The Senior Honors Project has been instituted to provide opportunity for the specially talented major in any department to engage, during his senior year, in a piece of individual research of high quality, culminating in a meritorious report, essay, or public performance. Senior students with a 3.0 or better average, who are interested in such a project, must make application to the department chairman prior to the semester in which they will do the project. The departmental staff acts on the application and designates an advisor for the project. The project must culminate in a report, essay, or public performance that meets the departmental standards. Upon successful completion of the project the student will receive three credit hours with the grade of A and notation of the project title on his permanent record. No student may apply for more than one Honors Project. A project falling below the accepted standard but still worthy of academic credit will be listed simply as an Individual Project with the appropriate grade.

Student Load

The normal student load is sixteen hours per semester. Permission to take more than a normal load is based upon the student's previous academic record. Seventeen hours may be granted by the counselor. Application for more than seventeen hours must be made to the Administrative Committee. Under no circumstance will a student be permitted to take more than nineteen semester hours. Students carrying a work program along with their studies are advised to reduce their academic load. Students carrying more than a normal load must pay a fee of \$30.00 for each semester hour in excess of sixteen. Regularly enrolled students must carry a minimum of twelve semester hours of course work each semester. Veteran students under the Korean G. I. Bill must carry a minimum of fourteen hours to be considered a full-time student and to receive the maximum benefits.

Classification

To be eligible for classification as a sophomore, a student must have to his credit twenty-four semester hours.

To be eligible for classification as a junior, a student must have fifty-eight semester hours.

General Academic Regulations

To be eligible for classification as a senior, a student must have ninety-four semester hours.

Class Attendance

Class attendance is regarded as an essential part of the educational process at Hope College. The student is expected to benefit by classroom discussions as well as by his daily text assignments. In the classroom he gives his reactions and listens to the reactions of his fellow students. In such an educative process, a student misses an irreplaceable something when he misses class.

In accordance with these principles, all absences have an adverse effect upon the teacher's estimate of the student's progress in the course unless made up to the satisfaction of the instructor. The student is to consider himself directly responsible to the instructor for his absences. It is his responsibility to present an excuse to and to request make-up privileges from his instructor.

Classwork missed while students are away on faculty-approved business or because of illness should be made up to the satisfaction of the instructor. Although make-up work will not in all cases remove the full adverse effect of the absence, a faculty member will cooperate with the student in his attempt to make up his loss when such absence is necessary. The degree of effect upon grades will vary with the nature and the amount of the work missed and must be measured according to the instructor's best judgment. In case of excessive absences, the instructor may refuse all credit for the course.

Extension and Correspondence Work

Full time day students may be enrolled in extension courses and evening courses for credit at Hope College only if they get approval in advance from the Dean of the College.

No work taken by correspondence will be accepted by Hope College toward graduation.

Transcript of Record

A student who is graduated or granted an honorable dismissal from college is entitled to one certified transcript of his record. A fee of \$1.00 is charged for each additional copy.

SECTION II

*Course Offerings
and Suggested Programs of Study*



SECTION II-A

Course Offerings

| | |
|--|-----|
| ART | 47 |
| BIOLOGY | 49 |
| CHEMISTRY | 52 |
| ECONOMICS AND BUSINESS ADMINISTRATION | 55 |
| EDUCATION | 60 |
| ENGLISH | 63 |
| FRENCH | 105 |
| GEOGRAPHY | 68 |
| GERMAN | 68 |
| GREEK | 70 |
| HISTORY | 71 |
| LATIN | 74 |
| MATHEMATICS | 76 |
| MUSIC | 78 |
| PHILOSOPHY | 85 |
| PHYSICAL EDUCATION | 90 |
| PHYSICS | 93 |
| POLITICAL SCIENCE | 96 |
| PSYCHOLOGY | 98 |
| RELIGION AND BIBLE | 101 |
| RELIGIOUS EDUCATION | 103 |
| ROMANCE LANGUAGES | 104 |
| RUSSIAN | 110 |
| SOCIOLOGY | 110 |
| SPANISH | 107 |
| SPEECH | 114 |

MR. HARRINGTON, ACTING CHAIRMAN; MR. MICHEL

The courses in art are designed, first to give students the opportunity to grow in their appreciation of art as a form of creative expression. and second, to provide the groundwork within a liberal arts college for those who wish to make some phase of art their life work. The curriculum affords these opportunities to the student through a study of art masterpieces and through actual practice in the various media of the visual arts.

MAJOR: Students who have completed Art 21 and Art 11, 12 may make application for the art major at the end of their sophomore year. A major consists of at least thirty hours in the department, including Art 31, and a minimum of nine hours of art history. The senior art major is required to prepare a comprehensive portfolio and an exhibition of his work.

NON-MAJOR: Students who are not art majors may enroll in any studio course (without prerequisite) for one or two credit hours. (*1, 2)

The History and Appreciation of Art

21. Introduction to the History of Art

THREE HOURS

In dealing with architecture, painting, and sculpture through lectures supplemented with slides, the student is acquainted with the substance and terminology of art history.

HARRINGTON FIRST SEMESTER

22. Ancient Art

THREE HOURS

The earliest period course in the three-semester survey of art history; a study of the Prehistoric and Ancient periods through slides and lectures. Prerequisite: Art 21. Alternate years.

HARRINGTON SECOND SEMESTER

23. Medieval and Renaissance Art

THREE HOURS

An historical survey of the Medieval, Early and High Renaissance periods in Western European Art. Prerequisite: Art 21. Alternate years.

HARRINGTON FIRST SEMESTER

24. Baroque to Modern Art

THREE HOURS

This survey course examines the painting, sculpture, and architecture of the Baroque, Rococo and Modern periods. Prerequisite: Art 21. Alternate years. (Same year as Art 23).

HARRINGTON SECOND SEMESTER

41. Modern Architecture

THREE HOURS

The sources and historical development of modern architecture is examined in this special period course. Emphasis is given to recent American styles. Prerequisite: Art 21. Alternate years.

MICHEL SECOND SEMESTER

ART

51. Modern Painting and Sculpture

An historical study of the major art movements from 1850 to 1950, in painting and sculpture. Emphasis is placed on the artistic developments which occurred in France and in the United States. Prerequisite: Art 21. Alternate years (same year as Art 41).

MICHEL FIRST SEMESTER

Studio Courses in Art

11. Introduction to the Practice of Art

THREE HOURS (*1, 2)

The objective of the course is to develop the rudimentary techniques and procedures in painting, drawing, sculpture, and graphics. Prerequisite to all studio courses.

HARRINGTON FIRST SEMESTER

12. Introduction to the Practice of Art

THREE HOURS (*1, 2)

Continuation of course 11.

HARRINGTON SECOND SEMESTER

31. Basic Design

THREE HOURS (*1, 2)

A study of the elements of design through readings and applied problems. It is an investigation of two-dimensional design concepts. Prerequisites: Art 11 and 12.

MICHEL FIRST SEMESTER

32. Basic Design

THREE HOURS (*1, 2)

Continuation of course 31. A study of three-dimensional design concepts.

MICHEL SECOND SEMESTER

33. Graphics and Drawing

THREE HOURS (*1, 2)

A study of the techniques and procedures involved in both drawing and in using certain graphic media such as the wood-cut and the silk screen.

MICHEL FIRST SEMESTER

34. Graphics and Drawing

THREE HOURS (*1, 2)

Continuation of course 33.

MICHEL SECOND SEMESTER

35. Painting

THREE HOURS (*1, 2)

A studio course combining a study of the procedures and techniques of painting with readings and reports on the ideas governing painting both past and present. Prerequisites: Art 11, 12, 31.

HARRINGTON FIRST SEMESTER

36. Painting

THREE HOURS (*1, 2)

Continuation of course 35.

HARRINGTON SECOND SEMESTER

ART

37. Sculpture

THREE HOURS (*1, 2)

An introduction to the techniques and use of sculptural materials: fundamentals of three-dimensional design. Prerequisites: Art 11, 12, 32.

MICHEL FIRST SEMESTER

38. Sculpture

THREE HOURS (*1, 2)

Continuation of course 37.

MICHEL SECOND SEMESTER

64. Special Problems

THREE HOURS

A course for advanced students who can benefit in an additional semester of specialized work in either applied art or art history. Prerequisite: approval of instructor.

STAFF

72. Methods in Art Education

TWO HOURS

A study of the child's creative and mental growth through art education. The purpose of the course is to acquaint the student with the means by which the child's development might be stimulated and achieved. The student participates in both creative studio work and lecture and discussions of the basic principles and techniques of art education. This course may not be counted toward the major or minor in art. Prerequisite: An upperclass status and completion of Art 11.

ROHLCK, HARRINGTON

BIOLOGY

MR. CROOK, CHAIRMAN; MR. GREIJ, MR. NORTON, MR. RIECK,
MR. VAN FAASEN, MISS VAN SCHAACK

Biology is the study of life. College students should acquire sufficient training in biology, (1) to understand basic principles of all life, (2) to apply these principles to the structure and function of their own bodies, and (3) to gain an appreciation of man's relationship to the rest of nature.

MAJOR: Students majoring in biology must take a minimum of 25 hours in the department. They are required to take Philosophy of Natural Sciences, Philosophy 73. They must achieve second year proficiency in a foreign language with German, French or Russian recommended in that order of preference.

A year of biology is a prerequisite for courses numbered above 20.

13, 14. General Biology

FOUR HOURS

A year course for non-science majors consisting of one semester of plant biology (13) and one semester of animal biology (14). Intended as an orientation in biological science as one element of a general cultural background or to satisfy minor requirements. Three classroom periods and one two-hour laboratory. The two semesters may be taken in either sequence.

STAFF BOTH SEMESTERS

BIOLOGY

15, 16. Principles of Biology

FOUR HOURS

A year course for science majors consisting of one semester of botany (15) and one semester of zoology (16). Intended as an orientation in biology and as a basis for advanced work. Two classroom periods and two two-hour laboratories. The two semesters may be taken in either sequence.

STAFF BOTH SEMESTERS

31. General Bacteriology

FOUR HOURS

The nature of bacteria and their direct and indirect effects on man will be studied. Basic bacteriological procedures will be introduced in the laboratory including the isolation and identification of bacteria from natural sources. Two classroom periods and two two-hour laboratories. Prerequisite: Biology 13, 14 or 15, 16. Alternate years 1965-1966.

CROOK FIRST SEMESTER

32. Comparative Anatomy of Vertebrates

FOUR HOURS

A selected series of vertebrate types is studied. Two classroom periods and two three-hour laboratory periods. Prerequisites: Biology 13, 14 or 15, 16.

RIECK SECOND SEMESTER

35. Human Physiology and Hygiene

TWO HOURS

Primarily for education students as an extension and application of fundamental concepts of physiology introduced in Biology 14 or 16. Not open to pre-medical or pre-dental students. Credit will not be given for both Biology 35 and Biology 64. Two classroom periods a week. Prerequisite: Biology 13, 14 or 15, 16.

RIECK BOTH SEMESTERS

37. Survey of the Plant Kingdom

THREE HOURS

A systematic investigation of the major divisions of plants from algae through vascular plants, with an emphasis on structure, life cycles and relationships among the groups. Two three-hour periods a week involving lecture and laboratory. Prerequisite: Biology 15, 16 or 13, 14.

VAN FAASEN FIRST SEMESTER

38. Field Biology

THREE HOURS

An introduction to the common flora and fauna of the Holland region for prospective teachers and other interested students. The course is concerned primarily with the classification, identification and recognition of common plants and animals. One classroom period and two three-hour laboratory periods. Prerequisite: Biology 13, 14 or 15, 16 or consent of the instructor. Not offered 1965-1966.

VAN SCHAACK SECOND SEMESTER

41. Mycology

THREE HOURS

A study of the fungi in the field and in the laboratory with emphasis on their classification, culture, and importance as agents of decay and plant diseases. One lecture and two three-hour laboratories per week. Prerequisite: Biology 15, 16 or 13, 14. Alternate years. 1966-67.

VAN SCHAACK FIRST SEMESTER

BIOLOGY

42. Plant Anatomy

THREE HOURS

An exploration and comparison of form, structure and reproduction in vascular plants. One lecture and two three-hour laboratory periods per week. Prerequisite: Biology 13, 14 or 15, 16. Alternate years 1965-1966.

VAN SCHAACK FIRST SEMESTER

43. Taxonomy of Vascular Plants

THREE HOURS

A study of the major groups of vascular plants, their relationships, and principles of plant classification with an emphasis on the local flora. Two three-hour periods a week involving lecture, laboratory and field work. Prerequisite: Biology 13, 14 or 15, 16.

VAN FAASEN SECOND SEMESTER

44. Plant Physiology

THREE HOURS

An introduction to the study of life processes of plants. Two three-hour periods a week involving lecture and laboratory. Prerequisite: Biology 13, 14 or 15, 16 and one year of chemistry. Alternate years. 1965-1966.

NORTON SECOND SEMESTER

50. Principles of Ecology

THREE HOURS

The basic concepts of the interrelation of living organisms and their environment are studied. Two lecture periods and one three-hour laboratory. Prerequisites: Biology 13, 14 or 15, 16.

GREIJ SECOND SEMESTER

51. Ornithology

THREE HOURS

An introductory study of the identification, classification, natural history, and adaptations of birds. Two lecture periods and one three-hour laboratory. Prerequisite: Biology 13, 14 or 15, 16. Not offered 1965-66.

GREIJ SECOND SEMESTER

53. Histology

THREE HOURS

The structure of the cell and its modifications into various tissues. Two classroom periods and one three-hour laboratory period. Prerequisite: Biology 15, 16 or consent of instructor.

RIECK FIRST SEMESTER

55. Vertebrate Embryology

FIVE HOURS

A descriptive, comparative study of the development of chordates. Three lecture periods and two three-hour laboratory periods. Prerequisite: Biology 15, 16 or consent of instructor.

GREIJ FIRST SEMESTER

61. Genetics

TWO HOURS

A general introductory course dealing with the fundamental principles of heredity and variation and some of their applications to modern problems. Two lecture periods. Prerequisite: Biology 13, 14 or 15, 16.

NORTON FIRST SEMESTER

BIOLOGY

64. Advanced Physiology

FIVE HOURS

This course deals with the structure, functions, and conditions necessary for the maintenance of normal activities of the human body. Three classroom periods and two three-hour laboratory periods. Prerequisite: one year of chemistry and either Biology 15 and 16 or consent of instructor.

CROOK SECOND SEMESTER

72. General Parasitology

THREE HOURS

A survey of protozoan, helminthic and arthropod parasites as causative agents or vectors of disease. Two classroom periods and one three-hour laboratory. Prerequisite: Biology 15 and 16 or consent of instructor. Alternate years. 1966-1967.

CROOK FIRST SEMESTER

91. Special Problems

CREDIT BY ARRANGEMENT

This course is designed to give students majoring in biology a chance to do work in a field in which they have a special interest. Upon formal application and permission by the head of the department.

STAFF BOTH SEMESTERS

CHEMISTRY

MR. BRINK, CHAIRMAN; MISS HELLENGA, MR. JEKEL, MR. KLEIN, MR. KLEINHEKSEL, MR. MOHRIG, MR. NECKERS, MR. VANDERWERF.

MAJOR: The minimum requirement for a chemistry major is twenty-five semester hours (exclusive of chemistry 15, 16). However, students planning on specializing in chemistry in graduate school or who wish to get a position in industrial chemistry should adhere to the schedule listed on pages 121 and 122.

For elementary school teaching a composite general science major is outlined on pages 133 and 134. Pre-medical students should take at least courses 13, 14, 32, 33, 34, 84. Courses in physical chemistry are also recommended by some medical schools.

*13. General Inorganic Chemistry

FOUR HOURS

Classroom three hours a week; laboratory three hours a week, discussion one hour a week. This is the first course in chemistry for all students who wish to major in science.

STAFF FIRST SEMESTER

*14. General Inorganic Chemistry

FOUR HOURS

Continuation of Chemistry 13. Classroom three hours a week; laboratory, three hours a week, discussion, one hour a week. The laboratory will consist largely of systematic qualitative analysis of unknown compounds.

STAFF SECOND SEMESTER

*One section will be designated honors chemistry. Admission to this section will be determined by a chemistry placement test.

CHEMISTRY

15. General Chemistry

FOUR HOURS

This course is designed especially for pre-nursing students, elementary education majors and non-science majors who elect this course as part of their science requirement. This course aims at developing an understanding of the fundamental principles of chemistry, with numerous illustrations of the application of these principles and theories to every-day phenomena. Not open to science majors or students planning on medicine or dentistry. Classroom, three hours a week, laboratory, three hours.

STAFF FIRST SEMESTER

16. General Chemistry

FOUR HOURS

Continuation of course 15.

STAFF SECOND SEMESTER

32. Quantitative Analysis. (Introductory Course)

FOUR HOURS

Classroom, two hours a week; laboratory, six hours a week. Prerequisites: Chemistry 13 and 14. This course includes (a) gravimetric analysis, a study of the chemical balance in gravimetric methods of analysis, reactions, and theories of analytical chemistry; (b) volumetric analysis, the calibration of burettes and pipettes; volumetric determination by precipitation, by neutralization, by oxidation and reduction; and the exact preparation and use of standard solutions.

KLEINHEKSEL BOTH SEMESTERS

33. Organic Chemistry

FIVE HOURS

Classroom, three hours a week; laboratory, six hours a week. This course includes a study of saturated and unsaturated aliphatic compounds, and the aromatic series compounds. The laboratory deals with synthetic preparations and includes some organic qualitative analysis. Prerequisites: Chemistry 13 and 14.

MOHRIG, NECKERS FIRST SEMESTER

34. Organic Chemistry

FIVE HOURS

Continuation of 33.

MOHRIG, NECKERS SECOND SEMESTER

53. Elementary Theoretical and Physical Chemistry

FOUR HOURS

Classroom, three hours per week; laboratory, three hours per week. Elementary principles of chemical thermodynamics, chemical kinetics, atomic and molecular structure are included. Prerequisites: Chemistry 13 and 14, Physics 33 and 34, Math 46 (may be taken concurrently) or consent of the instructor.

BRINK FIRST SEMESTER

54. Elementary Theoretical and Physical Chemistry

FOUR HOURS

A continuation of course 53.

BRINK SECOND SEMESTER

CHEMISTRY

62. Advanced Analytical Chemistry

FOUR HOURS

Lecture, two hours per week; laboratory, six hours per week. A study of chemical and instrumental principles useful in obtaining quantitative information about chemical systems. Laboratory work will stress spectrophotometric and electrochemical measurements. Prerequisites: Chemistry 32 and 53.

KLEIN SECOND SEMESTER

75. History of Chemistry

ONE HOUR

Lecture and recitation. Recommended for all students majoring in chemistry. Must be preceded or accompanied by Chemistry 33.

KLEINHEKSEL FIRST SEMESTER

81. Advanced Organic Chemistry

THREE HOURS

Lecture and literature research. Mechanisms of organic reactions and advanced synthetic techniques. Classroom, two hours per week, laboratory, four hours per week. Prerequisites: Chemistry 33, 34, 53, 54.

NECKERS, MOHRIG FIRST SEMESTER

83. Advanced Inorganic Chemistry

THREE HOURS

A continuing study of inorganic chemistry with emphasis upon its physicochemical aspects. Prerequisites: Chemistry 53 and 54.

JEKEL SECOND SEMESTER

84. Biochemistry

THREE HOURS

The chemistry of proteins, carbohydrates, and nucleic acids will be discussed together with the mode of action of enzymes. Prerequisites: Chemistry 33, 34.

MOHRIG SECOND SEMESTER

91. Special Problems

ONE HOUR

This course is designed to give students majoring in chemistry a chance to do work in a field in which they have special interest. By special permission of head of department.

STAFF FIRST SEMESTER

92. Special Problems

ONE HOUR

A continuation of Chemistry 91.

STAFF SECOND SEMESTER

100. Senior Honors Project (see p. 42)

THREE HOURS

Assisting in Chemistry Laboratory

Upon the recommendation of the head of the department, a limited number of students who have done meritorious work are permitted to serve as laboratory assistants during their Junior or Senior year. No credit or honor points will be given toward graduation.

CHEMISTRY

Chemistry Seminar

Guest speakers, chemistry staff members, and students lead discussions centering on some aspect of current chemical research. Admission by invitation of staff member. No credit or honor points will be given toward graduation.

Teaching of Science

See Education 86.

CLASSICAL LANGUAGES

The foreign language requirement for graduation may be met by a study of either Latin or Greek. For a complete statement of the foreign language requirement for graduation, consult page 39 of this catalog. For those planning to enter a theological seminary, Greek is usually required, and Latin is recommended.

For convenience in using the catalog, the course offerings are listed under the departmental titles, which are arranged alphabetically.

ECONOMICS AND BUSINESS ADMINISTRATION

MR. YNTEMA, CHAIRMAN; MR. KLAASEN, MR. WELLER

Courses in the combined Department of Economics and Business Administration are listed below under the two fields. A student may qualify for a major in either economics or business administration separately, but not in the two combined. In majoring, the student will normally take Economics 31 and 32 and Business Administration 31 and 32 in the Sophomore year. It is possible, however, for a student to begin in the Junior year if he is well along with his general college requirements; then with department approval he may take certain of the upper-class offerings along with the Sophomore courses. For interested Freshmen and Sophomores who are undecided as to their major, Business Administration 15 should prove helpful. Students majoring in other departments who wish the usual economic principles course should elect Economics 31 (and 32, if time permits). For Seniors in other departments who have particular interest in certain of the business courses, it is possible subject to departmental approval to elect from the following without having had the usual prerequisites: Principles of Management (53), Business Law (54), Investment Fundamentals (56), Personnel Administration (73), and Insurance (84). The same applies in the case of Economics 76.

ECONOMICS MAJOR: The program for this major requires a minimum of thirty semester hours in economics; hours earned in Principles of Accounting, (Business Administration 31 and 32) may be counted towards this total as also hours earned in Introductory Statistics (Mathematics 35). The course program must include Principles of Economics (31 and 32), Economic Statistics (62, preceded by Mathematics 35), and Principles of Accounting (Business Administration 31 and 32). The program of study must have the approval of department advisors. See pages 120 and 121 for the course program.

ECONOMICS AND BUSINESS ADMINISTRATION

The economics major serves effectively in preparing the student for graduate study in either economics or business administration. Also, when combined with proper electives, it becomes a valid pre-law major or else can lead to public school teaching at the secondary level. It serves also as preparation for direct placement in business or government positions. The major in economics leaves a considerable block of hours for electives in other fields of interest.

BUSINESS ADMINISTRATION MAJOR: This major requires a minimum of twenty-six hours in business administration courses together with a minimum of eighteen hours in economics courses that are prerequisite or supplemental to the business administration electives. Hours earned in Introductory Statistics (Mathematics 35), may be included in the eighteen hour total. The course program must include Principles of Economics (Economics 31 and 32), Economic Statistics (Economics 62, preceded by Mathematics 35), and Principles of Accounting (31 and 32). The program of study must have the approval of department advisors. See pages 120 and 121 for the course program.

The major in business administration serves a twofold purpose. On the one hand, the terminal student is readied in the liberal arts tradition for direct professional placement in business. On the other hand, the student deciding on graduate study in business is, under normal circumstances, prepared to earn a master's of business administration in a year and a summer. This major allows the student some leeway in electing courses in other fields of interest.

A—Economics

31. Principles of Economics

THREE HOURS

A general introduction to economic principles, concepts, and problems covering two semesters of study. Prerequisite: For 31, Sophomore standing.

YNTEMA, KLAASEN FIRST SEMESTER

32. Principles of Economics

THREE HOURS

Continuation of course 31. Prerequisite: Completion of 31 or consent of instructor.

YNTEMA, KLAASEN SECOND SEMESTER

51. Money and Banking

THREE HOURS

Analysis of the nature and development of money, role of commercial banks and the Federal Reserve System, relation of money flows to prices and economic activity, monetary policy, and international aspects of money and banking. Prerequisite: Economics 31, 32.

WELLER FIRST SEMESTER

52. Labor Economics

THREE HOURS

An introductory survey of labor economics: basic problems of labor; development and aims of labor organizations; employer attitudes and practices; and the role of government. Prerequisite: Economics 31, 32.

YNTEMA SECOND SEMESTER

ECONOMICS AND BUSINESS ADMINISTRATION

62. Economic Statistics

TWO HOURS

Continuation of study of statistics begun in Mathematics 35 and pointed toward application in economics and business: tabular and graphic presentation of data; time series analysis; index numbers; and correlation. Prerequisites: Economics 31, 32 and Mathematics 35.

YNTEMA SECOND SEMESTER

71. Economic Analysis

THREE HOURS

Intermediate-level treatment of microeconomics concerned primarily with price determination under varied market conditions, theory of factor pricing, and topics in welfare economics. Prerequisite: Economics 31, 32. Alternate years.

YNTEMA FIRST SEMESTER

72. Business Cycles

THREE HOURS

Study of the nature and causes of business cycles in their current setting with emphasis on alternative explanations and analysis of methods of control and the growth factor. Prerequisite: Economics 62 or consent of instructor. Alternate years.

YNTEMA SECOND SEMESTER

73. National Income

THREE HOURS

Systematic introduction to macroeconomics, including concepts and composition of the product and income estimates, theory of national income determination, and applications of income-employment theory. Prerequisite: Economics 31, 32. Alternate years.

YNTEMA FIRST SEMESTER

74. International Trade

THREE HOURS

Survey of the field of international trade, with attention given to fundamental theory and present policy and practice. Prerequisite: Economics 31, 32. Alternate years.

YNTEMA SECOND SEMESTER

76. Public Finance

THREE HOURS

Introduction to principles, practices and problems of public finance—federal, state and local—covering revenues and expenditures, taxation theory and practice, public debt, and budgeting. Prerequisite: Economics 31, 32, or consent of instructor for seniors recommended by other departments.

YNTEMA FIRST SEMESTER

81-2. Readings in Economics

TWO HOURS

81-3. Readings in Economics

THREE HOURS

Independent readings in advanced economic literature, including history of economic thought, under supervision of designated staff member. Prerequisite: Senior department standing and approval by department chairman.

YNTEMA BOTH SEMESTERS

ECONOMICS AND BUSINESS ADMINISTRATION

B—Business Administration

15. Survey of Private Enterprise

THREE HOURS

An orientation course reviewing the basic economic problem of using scarce resources effectively and in keeping with commonly recognized goals. Though some attention is accorded arrangements of other cultures, chief interest is in the private enterprise system of our country, and especially the role of business firms. Provides a degree of economic literacy for the general student and an introduction to business administration as an academic discipline for those considering the field. Primarily a Freshman course and not open to students while or after taking Economics 31-32.

KLAASEN

31, 32. Principles of Accounting

SIX HOURS

A comprehensive introduction to accounting methods and applications covering two semesters of study. Two hours of lecture and discussion and one two-hour laboratory per week. Prerequisite: For 31, Sophomore standing and for 32, satisfactory completion of 31.

WELLER

53. Principles of Management

THREE HOURS

Study of essential managerial principles and processes as usually associated with business but important also in the conduct of church, school, and other non-business affairs. Prerequisite: Economics 31 and 32, or consent of instructor.

KLAASEN FIRST SEMESTER

54. Business Law

THREE HOURS

A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisite: Economics 31, 32, or consent of instructor.

ROPER SECOND SEMESTER

56. Investment Fundamentals

THREE HOURS

Analysis and appraisal of investment alternatives as found in real estate, bonds, and preferred and common stock with emphasis on arrangements and programs meeting the needs of individual investors. Prerequisite: Economics 31 and 32 and Business Administration 31 and 32, or consent of instructor.

KLAASEN SECOND SEMESTER

61. Marketing Principles

THREE HOURS

Study of the distributive process and marketing problems covering functions, institutions, methods, commodity marketing, merchandising, prices, and competition. Prerequisite: Economics 31 and 32.

KLAASEN FIRST SEMESTER

ECONOMICS AND BUSINESS ADMINISTRATION

65. Cost Accounting Principles

THREE HOURS

An introduction to the subject matter of cost accounting with particular attention given to objectives and methods of "standard cost" accounting. This course stresses managerial use of computations and accounting procedures. Prerequisite: Business Administration 31, 32, and Economics 31, 32. Alternate years.

WELLER FIRST SEMESTER

66. Intermediate Accounting

THREE HOURS

This course provides a continuation of the study of accounting theory and practice at the intermediate level with attention centering on asset items of the balance sheet. Prerequisite: Business Administration 31, 32 and Economics 31, 32. Alternate years.

WELLER FIRST SEMESTER

72. Finance Principles

THREE HOURS

Analysis of principles underlying sound financial policy and procedure; financial planning and control; sources of short-term and long-term funds; management of assets; and problems of valuation, combination, dissolution, and liquidation. Prerequisite: Economics 51 and Business Administration 31, 32.

WELLER SECOND SEMESTER

73. Personnel Administration

TWO HOURS

Study of personnel principles from the standpoint of function, methods, and organization as used in practice by business. Prerequisite: Business Administration 53 and Economics 52, or consent of instructor.

LESLIE FIRST SEMESTER

82. Insurance

THREE HOURS

Survey of insurance principles and their applications in various fields, with attention also given risk-bearing as such, public supervision, and social insurance. Prerequisite: Economics 31, 32, or consent of instructor.

VAN LENTE SECOND SEMESTER

84. Management Problems

THREE HOURS

Advanced case-method study of significant problems arising in the business administration field, integrating subject matter of lower level courses. Prerequisite: Senior department standing.

KLAASEN SECOND SEMESTER

EDUCATION

MR. VER BEEK, ACTING CHAIRMAN; MR. BAKER, MR. DIRKSE,
MR. HARVEY, MRS. SCHOON

The courses offered in this department are intended to prepare teachers for elementary and secondary schools; prospective college teachers are eligible to enroll in specific courses.

Students must be formally admitted to the Teacher Education program. Information concerning admission criteria and procedures is available in the office of the department of Education.

A student cannot secure a major in the department of Education. However, in order to qualify for an elementary or secondary certificate, the student should consult the chairman of the college department of Education, so that he will have the requisite number of hours and the required courses in Education for the state in which he plans to teach.

Under the suggested curricula for Teaching, pages 131-132 is outlined a summary of the college requirements for those planning a teaching program. Students should consult this section as soon as they decide to enter the field of teaching.

Education 31 is for Sophomores; all other Education courses are for Juniors and Seniors only.

The Michigan Certification Code requires students to have a "C" average before they may begin Student Teaching; the college requires 2.3 in the major. Arrangements have been made with the public schools in Western Michigan for student teaching which is required of all candidates for teacher certification. A "C" average is required of all candidates for a teacher certificate.

Special efforts are put forth by the placement office to secure positions for graduates who have proven aptitude for teaching, but the college does not guarantee to place students in positions. The right is reserved to withdraw students from student teaching for cause at any time, and also to withhold recommendations for positions.

31. Introduction to Education

TWO HOURS

A study of public education in America from colonial times to the present. It traces the development of a national system of schools in this country, with special consideration given to the types of organization, the different areas and levels involved, both the professional and student personnel, and the curriculum and material of instruction. Should be taken by sophomores.

BAKER, VER BEEK

36. Developmental Psychology I

Same as Psychology 36.

38. Developmental Psychology II

Same as Psychology 38.

EDUCATION

51S. History and Philosophy of Education

THREE HOURS

The historical agencies and factors which have influenced the educational progress of the various peoples. Emphasis upon the aims, methods, content, organization and results. Studies of the changing philosophies of education.

SUMMER

52. Educational Psychology

THREE HOURS

The growth and development of childhood in all its phases, but with special stress on mental development. Careful study of the learning process with the implications for teaching and guidance.

DIRKSE

53. Elementary Curriculum and Methods

FOUR HOURS

An examination of the elementary school curriculum, its structure and organization; of the philosophy and methods of the modern school; of general principles and practices that are applicable to all areas of the curriculum, with special application in the first semester to Reading and Literature. Should be taken in junior year.

SCHOON FIRST SEMESTER

54. Elementary Curriculum and Methods

FOUR HOURS

A continuation of Education 53, with special attention to Language Arts, Social Studies, Arithmetic and Science in the elementary school curriculum. Should be taken in junior year.

SCHOON, BAKER SECOND SEMESTER

57. Secondary Principles and Methods

THREE HOURS

The public high school—its origins, purposes and curriculum. The principles and methods of teaching on the secondary level. The course is designed, along with special methods courses in the several academic areas, to prepare students for student teaching in high school. Prerequisite: educational psychology.

VER BEEK

58. Educational Sociology

THREE HOURS

A study of the significance of various social factors in the educational process itself, within the school room and the community as a whole; an analysis of various school and community relationships and responsibilities for the educational program of the community.

VER BEEK SUMMER

60. History of Education

TWO HOURS

The development of formal education from the very beginning of recorded history to the present. The origins of the ideas and values that have profoundly influenced education through the centuries are examined as they are found in ancient, medieval and modern times. Special attention is devoted to important leaders who have left their impressions upon modern education. Seniors.

STAFF

EDUCATION

64. Tests and Measurements

Same as Psychology 43.

72. Art Education

TWO HOURS

A study of the child's creative and mental growth through art education. Acquaints the student with the means by which the child's development might be stimulated and achieved. The student participates both in creative studio work and in discussions of the basic principles and techniques of art education. Prerequisites: Art 11 or permission.

HARRINGTON

73. Secondary Vocal Methods

THREE HOURS

The study and observation of secondary teaching techniques, with examination of materials. The requirements for the first two years of a music major are advisable as a prerequisite. Offered alternate years, 1964-1965.

HOLLEMAN SECOND SEMESTER

74. Secondary Instrumental Methods

THREE HOURS

Problems peculiar to the teaching of instrumental music in both class and private instruction. Sections will be devoted to the selection of texts and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Alternate years, 1965-66.

RIDER

75. Teaching Physical Education in the Elementary School

TWO HOURS

Same as Physical Education 75.

SIEDENTOP

76. Teaching Physical Education in the Secondary School

TWO HOURS

Same as Physical Education 76.

GREEN

79. Elementary Public School Music Methods

TWO HOURS

Same as Music 55.

HOLLEMAN

81. Student Teaching in the Elementary School

EIGHT HOURS

Student teaching, supervised by the Department of Education, is done in cooperation with several public schools in the Holland area.

DIRKSE

83. Student Teaching in the Secondary School

EIGHT HOURS

Student teaching, supervised by the Department of Education, is done in cooperation with Holland area schools.

BAKER, STAFF

EDUCATION

84. Teaching of Modern Foreign Languages*

TWO HOURS

Methods of teaching French, Spanish, and German at the elementary school, high school, or college levels. Required of those planning to teach these languages in the secondary school. Separate sections for French, Spanish, and German. Alternate years: French, 1965-1966; Spanish and German, 1966-1967.

PERRY, H. WELLER, GEARHART FIRST SEMESTER

85. Teaching of Social Studies in Secondary School*

TWO HOURS

Methods and material in teaching the social studies at the junior and senior high school levels. Studies of procedures, curricular practices in various systems, teaching aids, trends, preparation of resource teaching units, evaluation, etc. A curriculum laboratory is in the library to aid teachers through new materials.

LAMPEN FIRST SEMESTER

86. Teaching of Science in Secondary School*

TWO HOURS

Methods of teaching science at the secondary school level. Emphasis is placed on the material and techniques to follow as used in the teaching of Biology, Chemistry, and Physics.

BAKER FIRST SEMESTER

87. Teaching of English*

TWO HOURS

A review of English grammar, with emphasis on the teaching of it. Readings, observations and demonstrations in the teaching of composition and literature in the secondary schools.

DE GRAAF

89. Teaching of Mathematics*

TWO HOURS

Intended for seniors through special arrangement with the Department of Education. It may be taken for credit in Mathematics if not needed for Education.

STEKETEE FIRST SEMESTER

*Only one Special Methods Course for secondary teachers may be applied to meet the twenty-hour education requirement for certification in the State of Michigan.

ENGLISH

MR. DE GRAAF, CHAIRMAN; MR. BRAND, MRS. BRATT, MISS CARWELL, MR. ERICSON, MR. HOLLENBACH, MR. JELLEMA, MISS MUELLER, MRS. MURRAY, MR. PRINS, MISS PROTHEROE, MR. SAVAGE, MR. TEN HOOR, MISS VANDER KOLK

The courses in the English department may be classified under the headings of composition and literature.

All students are required to take four hours of composition and six hours of literature. Course 13 in composition and courses 31 and 32 in literature are intended to meet these basic requirements. These courses are all prerequisite to courses in composition and literature numbered above 50. Exceptions or substitutions are allowed only by permission from the chairman of the department.

ENGLISH

MAJORS: Students who have completed the required four hours of composition and the six hours of literature with a C grade may apply for admission as English majors at the close of the sophomore year. To graduate as an English major it is necessary to have a minimum of thirty hours in English exclusive of such courses as are described in the catalog as not counting toward a major. The program carried for a major in English must be approved by the head of the department. All majors are required to take English 81 and 82. The English department requires evidence of intermediate proficiency in a foreign language for all English majors who wish the A.B. degree.

For those planning to go to graduate school it is desirable to build up a total of between 40 and 45 hours in English. These students are also to remember that a reading knowledge of French or German is usually required for an M.A. degree and a reading knowledge of both is required for a Ph.D. degree.

Those planning to teach English in secondary schools are required to take a methods course, English 87, and they are advised to take at least four additional hours of composition, an additional course in speech, and the survey course in American Literature.

Those planning to teach in elementary school are advised to include courses that will give them a broad preparation in grammar, composition, reading and literature.

Language Clinics

NON-CREDIT

Entering students who show marked deficiencies in Grammar, in Composition, or in Reading are advised to avail themselves of the clinics set up for this very purpose. Deficiencies may be discovered by examination, by high school record of performance, or by the judgment of any teacher under whom the student is working. Either the student may seek this assistance at his own initiative, or he may be remanded to the clinic by one of his teachers.

GRAMMAR, MRS. BRATT; COMPOSITION, MISS VANDER KOLK; READING, MRS. SCHOON

13. Introduction to Liberal Studies

Required of all freshman students. Consists of English, Philosophy and Speech. The course explores the basic human questions that every person faces and provides a rationale for the general college courses required at Hope College. English is the A semester, four credit hours; Philosophy and Speech constitutes the B semester, five credit hours. Both A and B sections are offered both semesters.

31. World Literature

THREE HOURS

A study of world masterpieces in translation through the Renaissance.

STAFF FIRST SEMESTER

32. World Literature

THREE HOURS

A study of world masterpieces since the Renaissance.

STAFF SECOND SEMESTER

ENGLISH

38. The Short Story

TWO HOURS

A literature course involving the study of representative American and European short stories. For Sophomores.

BRAND BOTH SEMESTERS

51. Business English

TWO HOURS

Study of the various forms of business correspondence. Recommended for all who plan to major in Business Administration. Not to be counted toward an English major.

BRAND BOTH SEMESTERS

52. Journalism

THREE HOURS

A study of the technique employed in the various types of journalistic writing and a study of the place the newspaper occupies in modern society. Open to all who have four hours of composition credit.

BRAND BOTH SEMESTERS

53. Advanced Composition

TWO HOURS

Students in conjunction with the teacher may choose a field of writing in line with their own particular interests. Prerequisite: English 13.

JELLEMA FIRST SEMESTER

54. Creative Writing

TWO HOURS

Of special interest to those who wish to cultivate the literary forms of writing. English 53 is recommended but not required for admission. Limited to those approved by the instructor.

JELLEMA SECOND SEMESTER

55. Shakespeare: Histories and Comedies

TWO HOURS

The most important comedies and Henry IV, Parts I and II. The treatment is chronological with an emphasis on Shakespeare's development as a comic dramatist.

TEN HOOR FIRST SEMESTER

56. Shakespeare: Tragedies

TWO HOURS

A chronological study of the most important tragedies emphasizing the evolution of Shakespeare's genius as a tragic dramatist.

TEN HOOR SECOND SEMESTER

57. Romantic Poetry

THREE HOURS

English poetry produced during the Romantic period from 1750 to 1832. Attention is given chiefly to Wordsworth, Coleridge, Byron, Shelley, Keats.

PROTHEROE FIRST SEMESTER

ENGLISH

58. Eighteenth Century: Age of Pope or Age of Johnson

THREE HOURS

Alternate Years, 1965-1966.

PROTHEROE SECOND SEMESTER

60. Victorian Age

THREE HOURS

Major figures in prose and poetry of England between 1832 and 1890. Alternate Years, 1966-1967.

CARWELL FIRST SEMESTER

61. The English Novel

THREE HOURS

The structure and content of the English novel from Defoe to Joyce. Alternate Years, 1965-1966.

PRINS FIRST SEMESTER

62. The Modern European Novel

THREE HOURS

The nineteenth and twentieth century influences on the novel from Balzac to Camus.

PRINS SECOND SEMESTER

63. The American Novel

THREE HOURS

American novels from Hawthorne to Faulkner. For Juniors and Seniors.

PRINS FIRST SEMESTER

64. Contemporary Drama

THREE HOURS

A study of Ibsen and the contemporary drama of America and Europe.

SAVAGE SECOND SEMESTER

65. Survey in American Literature

THREE HOURS

From the colonial period to 1865. Recommended especially for those who plan to enter teaching and for those going on to graduate school.

MUELLER, HOLLENBACH FIRST SEMESTER

66. Survey in American Literature

THREE HOURS

From 1865 to the contemporaries. English 65 is recommended but not required for admission. Recommended for prospective teachers and graduate students.

MUELLER, HOLLENBACH SECOND SEMESTER

68. Literary Criticism

THREE HOURS

The principles of literary criticism as applied to poetry. Recommended for those who plan to go on to graduate school.

PRINS SECOND SEMESTER

72. John Milton

TWO HOURS

A study of Paradise Lost, Paradise Regained, Samson Agonistes and the minor poems. Alternate Years, 1965-1966.

DE GRAAF FIRST SEMESTER

ENGLISH

74. The English Language

TWO HOURS

Language growth and historical change in vocabulary, grammar, and sentence patterns. Alternate Years, 1966-1967.

DE GRAAF SECOND SEMESTER

81. Survey of English Literature

THREE HOURS

A chronological survey of the trends and types of English literature with a standard anthology as text and supplementary readings. Required of all English majors.

DE GRAAF AND SAVAGE FIRST SEMESTER

82. Survey of English Literature

THREE HOURS

A chronological survey of the trends and types of English literature with a standard anthology as text and supplementary readings. Required of all English majors.

DE GRAAF AND PROTHEROE SECOND SEMESTER

83. Chaucer and His Times

THREE HOURS

The literature and ideas that spelled the end of the Middle Ages. A knowledge of Middle English is not required. Alternate Years, 1965-1966.

MUELLER FIRST SEMESTER

86. Spenser and His Times

THREE HOURS

The English Renaissance in the non-dramatic literature. The course aims to study literature as an expression of the new concepts that marked the Sixteenth Century. Alternate Years, 1966-1967.

MUELLER SECOND SEMESTER

87. Teaching of Secondary School English

TWO HOURS

Required for Secondary Certificate. Not credited toward the English major.

DE GRAAF BOTH SEMESTERS

91. Advanced Studies in English

THREE HOURS

Research papers in preparation for graduate studies. One semester only for English majors who make request.

STAFF

100. Independent Study

THREE HOURS

A Senior Honors Project by permission of the department. (See page 42).

STAFF BOTH SEMESTERS

FRENCH

See listing of French courses under the heading of "Romance Languages."

GEOGRAPHY

42. World Regional Geography

THREE HOURS

The emphasis is on the industrialized countries of the world (North America, Russia, Europe and Japan).

HEINE FIRST SEMESTER

43. Human and Physical Geography

THREE HOURS

The emphasis is on the non-industrialized countries of the world. (Central and South America, Africa and Asia.)

HEINE SECOND SEMESTER

GERMAN

MR. GEARHART, CHAIRMAN; MR. HEINE, MR. MEGOW, MRS. SNOW

MAJOR: A minimum of twenty-five (25) hours above the elementary course (11, 12), is required. Not more than eight hours of work on the intermediate level (courses numbered below 50) will be accepted toward a major. The completion of the basic requirements or placement equivalent is a prerequisite to all courses above 50. It is recommended that majors preparing for graduate study should acquire two-year proficiency in a second foreign language, normally, French.

The sequence of courses in the first year of the major program will normally be 51, 61, and 52, 62 plus the literature course offered in the second semester. Majors are urged to participate in the Hope College Vienna Summer School and/or Fall Semester Program.

Students who desire to teach the language should work out their program in consultation with their major professor and the German Department.

Students who have completed second year work are urged to use the language, wherever appropriate, in their research and study in other fields. Guidance may be obtained from members of the German Department regarding source materials in German.

11. Elementary German

FOUR HOURS

An intensive audio-lingual approach to the learning of German; reading of graded texts; study of essentials of grammar. For students with no previous study of German.

STAFF FIRST SEMESTER

12. Elementary German

FOUR HOURS

Continuation of course 11.

STAFF SECOND SEMESTER

31. Intermediate German

FOUR HOURS

Reading of more advanced graded texts which form the basis for conversation, composition, and grammar review. Prerequisite: German 11, and 12 or placement test equivalent.

STAFF FIRST SEMESTER

GERMAN

32. Intermediate German FOUR HOURS

Continuation of course 31.

STAFF SECOND SEMESTER

51. Masterpieces

THREE HOURS

An introduction to the development of German literature in broad outlines. Reading of representative selections. Emphasis is on a continued acquisition of linguistic skills and the growth of a critical literary vocabulary. Prerequisite for all other literature courses.

GEARHART FIRST SEMESTER

52. German Civilization

THREE HOURS

An historical survey of the development of the German nation along cultural lines.

STAFF SECOND SEMESTER

61. German Language I

TWO HOURS

A thorough review of German grammar and practice in composition. Emphasis on acquiring the ability to explain grammatical constructions.

STAFF FIRST SEMESTER

62. German Language II

TWO HOURS

Continuation of course 61.

STAFF SECOND SEMESTER

64. Scientific German

TWO HOURS

Reading of science texts in German to develop a competency in specialized areas. Alternate years, 1965-66.

MEGOW SECOND SEMESTER

71. German Literature I

THREE HOURS

From the Middle Ages through Baroque. Alternate years, 1966-67.

GEARHART FIRST SEMESTER

72. German Literature II

THREE HOURS

A study of 18th Century German literature with emphasis on the Enlightenment and Classicism (Lessing, Schiller, Goethe). Alternate years, 1966-67.

MEGOW SECOND SEMESTER

73. German Literature III

THREE HOURS

A study of 19th Century German literature with emphasis on Romanticism and Realism. Alternate years, 1965-66.

MEGOW FIRST SEMESTER

GERMAN

74. German Literature IV

THREE HOURS

The 20th Century. Alternate years, 1965-66.

HEINE SECOND SEMESTER

82. German Literature V

THREE HOURS

A pro-seminar in the genres; designed to introduce students to the basic tools and methods of research in German literature. Alternate years, 1966-67.

STAFF

84. Teaching of Modern Languages

Required for German teaching major. See Education 84.

STAFF

91. Readings in German

TWO HOURS

Individual reading in a specific area of interest under the supervision of an instructor designated by the chairman of the department. Senior majors only.

STAFF

92. Readings in German

TWO HOURS

A second semester of course 91.

STAFF

GREEK

MR. ZSIROS

A general statement of the aims and recommendations in Classical Languages is found on page 55.

The Greek courses may be used to meet the college language requirement.

11. Elementary Greek

FOUR HOURS

Introductory study of the Greek language. Letters; syllables; accents; basic ideas; declension of nouns, adjectives, pronouns; adverbs; numerals; conjugation of verbs. Translation of appropriate material.

FIRST SEMESTER

12. Elementary Greek

FOUR HOURS

Continuation of course 11.

SECOND SEMESTER

31. Intermediate Greek

THREE HOURS

Formation and inflection of tense systems; conjugation of irregular verbs; formation of words. Translation, Plato: Apology.

FIRST SEMESTER

32. Intermediate Greek

THREE HOURS

Continuation of course 31. Syntax; conditional, relative, temporal, casual sentences; consecutive and stipulative clauses; indirect discourse. Translation, Plato; Crito.

SECOND SEMESTER

GREEK

37. Classical Archaeology

TWO HOURS

A study and interpretation of the many remains of classical art and architecture. Open to all students except freshmen. A knowledge of Greek is not required.

FIRST SEMESTER

53. Greek New Testament

THREE HOURS

FIRST SEMESTER

54. Greek New Testament

THREE HOURS

Continuation of course 53.

SECOND SEMESTER

71. The Language of Homer

THREE HOURS

Reading of The Odyssey and The Iliad.

FIRST SEMESTER

72. The Language of Homer

THREE HOURS

Continuation of course 71.

SECOND SEMESTER

HISTORY

MR. FRIED, CHAIRMAN; MR. BARLOW, MR. CLARK, MR. POWELL,
MR. WOLTERS

HISTORY MAJORS: A minimum of thirty semester hours is required for a major. In addition a total of twelve hours must be taken in two related fields. European Civilization and American History are basic courses for a history major and all students should have at least one course in a non-western area. Political Science 70, International Relations of the Far East, will be accepted as meeting this requirement. All seniors must take History 81. Students who intend to do graduate work in the field should have thirty-six hours of history and are urged to attain proficiency in two foreign languages.

15. European Civilization: 1500-1815

THREE HOURS

The development and growth of the modern state, the rise of nationalism and democracy, and the origin of capitalism with their attendant conflicts and struggles.

STAFF

16. European Civilizations: 1815 to the Present

THREE HOURS

The cause and effect relationship between the events and developments of the past and the problems and organizations of the present.

STAFF SECOND SEMESTER

33. History of the United States: 1492-1865

THREE HOURS

A survey in which the causal relations are emphasized. Special study is made of social, economic, and constitutional developments, and sectional problems. (Freshmen may enter only as special cases.)

STAFF

HISTORY

34. History of the United States: 1865-1945

THREE HOURS

Second portion of the survey course in American History. Emphasis is placed on industrial, labor, and agricultural problems, domestic and foreign policies, and economic and social legislation. (Freshmen may enter only as special cases.)

STAFF

51. The Ancient World

THREE HOURS

The cultures of the Tigris-Euphrates region, Egypt, the Eastern Mediterranean area, Greece, and Rome to the reign of Constantine. Alternate years.

CLARK FIRST SEMESTER

52. The Middle Ages

THREE HOURS

The rise, flowering, and decline of Medieval civilization from the reign of Constantine to the Renaissance. Alternate years.

CLARK SECOND SEMESTER

53. Renaissance and Reformation

THREE HOURS

The political, economic, religious, social, intellectual and artistic development of Europe up to the Peace of Westphalia. Prerequisite: History 15 and 16.

CLARK FIRST SEMESTER

55. History of England

THREE HOURS

The development of English political, social, and economic institutions from Roman times to the end of the Stuart period in 1715. Alternate years.

BARLOW FIRST SEMESTER

56. History of England

THREE HOURS

A continuation of History 55, with an analysis of the development of the modern democratic state and a study of the impact of British traditions on the Empire and the World. Alternate years.

BARLOW SECOND SEMESTER

57. American Diplomacy and Foreign Relations

THREE HOURS

The development of foreign policies with special emphasis upon the period in which the United States developed into a world power. Prerequisite: History 33 and 34. Alternate years.

POWELL FIRST SEMESTER

58. Era of Jefferson and Jackson

THREE HOURS

The major American social, political, and economic development of the first half of the 19th Century, with emphasis on the growth of political parties; factors influencing the character of democracy; western expansion; beginnings of sectional conflict. Alternate years; 1964-65.

BARLOW SECOND SEMESTER

59. American Intellectual History

THREE HOURS

American thought from the colonial period to the present, with attention to the relationships with the history of ideas elsewhere in the world. Prerequisite: History 33 and 34. Alternate years.

BARLOW FIRST SEMESTER

HISTORY

60. Recent American History

THREE HOURS

Economic, social, and political problems facing the United States since 1932. Prerequisite: History 33 and 34, or consent of the instructor. Alternate years.

POWELL SECOND SEMESTER

61. The Origins of Modern Germany

THREE HOURS

The course will trace the political, social, and economic development of the "Holy Roman Empire of the German Nation" from its medieval beginnings to the Thirty Years War. When offered in the Vienna Summer School, special emphasis will be placed on the cultural and intellectual history of the Hapsburg realm. Alternate years, 1965-66.

FRIED FIRST SEMESTER

62. Modern German and Austria

THREE HOURS

A survey of the political, social and economic development of the Hohenzollern and Hapsburg Empires from the Peace of Westphalia to the end of the 19th Century. When given in the Vienna Summer School, special emphasis will be placed on the cultural and intellectual history of Austria. Alternate years, 1965-66.

FRIED SECOND SEMESTER

63. Europe and the World Between Wars

THREE HOURS

The social, economic, political, and ideological changes in Europe and the areas affected by European policies during the inter-war period. Prerequisite: History 15 and 16. Alternate years.

FRIED FIRST SEMESTER

64. Europe and the World in the Atomic Age

THREE HOURS

The major phases of the Second World War and the political reorganization which followed it. Emphasis will be placed on recent economic, social, and political developments in the major areas of the Western world. Prerequisite: History 15 and 16. Alternate years.

FRIED SECOND SEMESTER

67. The Age of Louis XIV

THREE HOURS

European history from the Peace of Westphalia to the Peace of Utrecht with special emphasis on France. Substantial attention will be devoted to the major scientific and intellectual developments of the period. Prerequisite: History 15 and 16. Alternate years.

FIRST SEMESTER

68. The Age of the Enlightenment and the French Revolution

THREE HOURS

European history from the Peace of Utrecht to the Congress of Vienna featuring the interrelations of political, economic, social, and intellectual developments. Prerequisite: History 15 and 16.

SECOND SEMESTER

70. History of Rome

THREE HOURS

From the earliest times to about 476 A.D. An attempt to interpret the political history in the light of social, economic, and religious movements. Alternate years.

WOLTERS SECOND SEMESTER

HISTORY

71, 72. — Readings in Non-Western History

THREE HOURS PER SEMESTER

Independent study program, designed primarily to permit students to do extensive guided reading in areas which are not normally covered by formal courses offered in the Department, such as African, Latin American, Middle Eastern, Far Eastern, and Southeastern Asian History. In each case, students will be assigned to a member of the Department, who will guide and supervise reading. Prerequisite: Twelve hours in history, and consent of Department Chairman, upper class standing.

STAFF

76. Survey of Russian History to 1917

THREE HOURS

The development of the Russian state from its Kievan origins through the Romanov period to 1917. Emphasis will be placed on the geographic, economic, and social factors as they contributed to the growth of the Russian Empire. Alternate years.

POWELL FIRST SEMESTER

77. Soviet Russia Since 1917

THREE HOURS

The Russian Revolution and the development of the Soviet system. Particular attention will be given to the analysis of the social, economic, and political changes which have occurred in Russia during the past forty years. Alternate years.

POWELL SECOND SEMESTER

81. Seminar in History

THREE HOURS

A seminar course for history majors designed to advance further their mastery of historical method and their appreciation of the discipline of history as an achievement of man. Major emphasis will be placed on the development of sound research methods and acquiring familiarity with the significant source materials in specific fields. The course will also include readings from the masters of historical writing and analytical discussion of method and of schools of historical interpretation. On the recommendation of the instructor individual students may be permitted to continue the course for a second semester.

STAFF

LATIN

MR. WOLTERS

A general statement of the aims and recommendations in Classical Languages is found on page 55.

MAJOR: A major in Latin may be met by completion of 25 hours of course work in the department, including Latin 71. Those who plan to enter teaching are also required to take Latin 72. In addition, majors must elect History 70, History of Rome.

11, 12. Elementary Latin

FOUR HOURS PER SEMESTER

The elements of grammar, reading, some study of English derivations, and an attempt to make the student aware of cultural implications.

BOTH SEMESTERS

LATIN

31, 32. Intermediate Latin

FOUR HOURS PER SEMESTER

Selected readings from the period of Caesar and Cicero. Course 31 should normally follow two years of high school Latin.

BOTH SEMESTERS

51. Readings from Virgil

THREE HOURS

Readings from Virgil or other writers of the Augustan period.

FIRST SEMESTER

52. Latin of the Church Fathers

THREE HOURS

SECOND SEMESTER

53. Medieval Latin

TWO HOURS

Material from various writers of the time when Latin was the universal language of culture. Alternate years.

FIRST SEMESTER

54. Roman Philosophy

TWO HOURS

Readings from Latin philosophical writings. Alternate years.

SECOND SEMESTER

55. Roman Civilization

THREE HOURS

Designed to stimulate an appreciation of the varied literary and other contributions of the Romans to our cultural heritage. Knowledge of the Latin language not required. Not open to freshmen.

FIRST SEMESTER

61. Selected Latin Authors

THREE HOURS

Intended for students of advanced standing who desire to concentrate on the study of a certain author or authors.

FIRST SEMESTER

62. Similar to 61

THREE HOURS

SECOND SEMESTER

71. Survey of Latin Literature

THREE HOURS

Designed to be a rapid comprehensive survey of national or classical Roman literature. Required of students who desire a teaching major in Latin or who plan to go into graduate work. Alternate years.

FIRST SEMESTER

72. Latin Writing

TWO HOURS

Intended especially for those who plan to teach Latin. Required of teaching majors.

SECOND SEMESTER

81-2. Readings in Latin

TWO HOURS

81-3. Readings in Latin

THREE HOURS

Individual reading in a specific area of interest under the supervision of the chairman of the department. Senior majors.

History of Rome. See History 70

MATHEMATICS

MR. FOLKERT, CHAIRMAN; MR. SHERBURNE, MR. SKINNER,
MR. STEKETEE, MR. VAN IWAARDEN

All courses require a minimum of one year of high school algebra and one year of high school geometry. At the time of his entry into college, a student will be given one of two proficiency examinations. If he plans to study calculus, the examination will determine whether he should enroll initially for Mathematics 15 or 26. If his proposed college program does not include calculus the examination will determine whether he should enroll for Mathematics 23 or 35 in order to fulfill the mathematics requirement for graduation.

MAJOR: A major in mathematics consists of a minimum of 30 hours in the department including at least three courses from the following: 51, 55, 56, 62, 65, 66, 75, 81, 82 and 91. Physics 33 and 34, or equivalent, are strongly recommended. Courses 21 and 23 may not be counted toward a major. Students planning to attend graduate school should include all of the above courses with the possible exception of 62 in their programs. Students planning to become secondary school teachers should include 55, 56, 62, 65, 66 and 75 in their programs.

15. College Algebra and Plane Trigonometry

FOUR HOURS

Essential topics from algebra and trigonometry necessary for the study of calculus.

STAFF

21. Engineering Drawing

THREE HOURS

Basic techniques of drawing including, sketching, lettering, orthographic projection, pictorial drawing, sections, auxiliary views, detail and assembly drawings.

23. Fundamentals of Mathematics I

STEKETEE FIRST SEMESTER

THREE HOURS

A study of sets, deductive reasoning, the integers as a mathematical system, and an introduction to groups, rings and fields.

SHERBURNE

24. Fundamentals of Mathematics II

THREE HOURS

A continuation of Course 23 intended for prospective elementary teachers. Includes a study of natural, rational, irrational and complex numbers with emphasis on the structure of the various number systems as well as work in the basic operations of arithmetic. Prerequisite, Course 23.

SHERBURNE SECOND SEMESTER

26. Analytical Geometry and Calculus I

FOUR HOURS

Analytical geometry of the straight line. Introduction to calculus involving differentiation and integration of algebraic functions with geometric applications. Prerequisite: Course 15 or equivalent.

35. Introductory Statistics

STAFF

THREE HOURS

A general introduction to the area of statistics for students majoring in other departments. Includes study of the binomial and normal distributions with applications to estimation and testing of hypotheses, non-parametric methods, regression and correlation.

FOLKERT, VAN IWAARDEN

MATHEMATICS

41. Descriptive Geometry

THREE HOURS

Applications of geometry and orthographic projection as a means of describing and measuring objects in space. Applications to engineering problems of design and structure are included. Prerequisite: Course 21.

STEKETEE SECOND SEMESTER

45. Analytical Geometry and Calculus II

FIVE HOURS

A continuation of course 26. Includes study of transcendental functions, the conic sections, transformations in the plane, techniques of integration, applications of integration. Prerequisite: Course 26.

STAFF

46. Analytical Geometry and Calculus III

FIVE HOURS

A continuation of course 45. Includes study of polar coordinates, parametric equations, curvature, infinite series, solid analytic geometry, partial derivatives, and multiple integrals. Prerequisite: Course 45.

STAFF

51. Differential Equations

THREE HOURS

A study of ordinary differential equations and systems of differential equations with particular attention paid to methods of solving and properties of solutions. Prerequisite: Course 46.

SHERBURNE, VAN IWAARDEN

55. Mathematical Probability and Statistics I

THREE HOURS

Concepts of probability, probability and distribution functions of random variables, mathematical expectation, variance, and moment generating functions of distributions. Prerequisite: Course 46 (may be taken concurrently). Alternate years, 1965-66.

FOLKERT FIRST SEMESTER

56. Mathematical Probability and Statistics II

THREE HOURS

Continuation of Mathematics 55 emphasizing statistics. Sampling theory, estimation, testing of hypotheses, regression and correlation, instruction to analysis of variance. Prerequisite: Courses 46 and 55. Alternate years, 1965-66.

FOLKERT SECOND SEMESTER

62. College Geometry

THREE HOURS

A synthetic approach to advanced Euclidean Geometry. Topics include: directed lines and angles, ideal elements, cyclic quadrilaterals, transformations, inversion, projective properties, properties of circles and triangles, and impossible constructions. Alternate years, 1965-66.

STEKETEE SECOND SEMESTER

65. Modern Algebra

THREE HOURS

A study of sets and their relations, properties of integers congruences, groups, rings, integral domains, and fields. Alternate years, 1966-67.

FOLKERT FIRST SEMESTER

66. Linear Algebra

THREE HOURS

Vector spaces, matrices, determinants, and linear transformations with applications. Prerequisites: Course 45 with 65 strongly recommended. Alternate years, 1966-67.

FOLKERT SECOND SEMESTER

MATHEMATICS

75. Elementary Topology

THREE HOURS

A systematic survey of the standard topics of general topology with emphasis on the spaces of real numbers. Includes set theory, topological spaces, metric spaces, compactness, connectedness, and product spaces. Prerequisite: Course 46. Alternate years, 1965-66.

STAFF FIRST SEMESTER

81. Advanced Calculus I

THREE HOURS

Fundamentals of Elementary Calculus, the real number system, generalized law of the mean, functions of several variables, partial differentiation, extremal problems, transformations and mappings, vectors and vector fields. Prerequisite: Course 46 with 51 strongly recommended.

FOLKERT SECOND SEMESTER

82. Advanced Calculus II

THREE HOURS

Multiple integrals, curves and surfaces, line and surface integrals, theory of integration, infinite series, improper integrals. Prerequisite: Course 81.

FOLKERT SECOND SEMESTER

89. Teaching of Mathematics in the High School

TWO HOURS

Methods of teaching mathematics with emphasis on new approaches, curriculum changes, trends in modern mathematics, and history of mathematics.

STEKETEE FIRST SEMESTER

91-2. Advanced Studies in Mathematics

TWO HOURS

Intended for seniors who plan graduate work in mathematics or in related fields. First semester work covers topics in applied mathematics; second semester work involves topics in pure mathematics. A student may enroll for either or both semesters. Prerequisites: Permission of chairman of department.

STAFF

91-3. Advanced Studies in Mathematics

THREE HOURS

Same as 91-2 with more material covered for 3 hours credit.

STAFF

MUSIC

MR. CAVANAUGH, CHAIRMAN; MR. ASCHBRENNER, MR. CECIL, MR. DAVIS, MISS HOLLEMAN, MR. KOOIKER, MISS MORRISON, MR. RIDER, MR. TALLIS

The Music Department of Hope College has two aims: to supply the liberal arts student with an elective musical background which will assist him in being aware and appreciative of the growing musical heritage of civilization, and to train the student who wishes to make music his individual vocation. A student in the first group will find ample opportunity to enrich his musical knowledge by enrolling in the Introduction to Music Course, in any of the fundamental Theory courses, and any of the Applied Music courses. A student of the second group, if he wishes to teach music in the school systems, should select the Elementary or Secondary Music Education program; if he does not desire to teach in the schools, but wishes to prepare himself as a performing artist, he should select the Applied Music Major program.

Either major course is also designed as a basic program toward the continued study in graduate schools of music.

MAJOR: A student who wishes to major in music must start work in the department in his Freshman year, following the suggested schedule closely. See page 128 for a suggested procedure for the first two years. At the close of his Sophomore year he will make written application to the Chairman of the Department, at which time he will be admitted or rejected as a major in the Music Department by a decision of the Music Faculty. A major in Secondary Music Education requires a minimum of 53 hours in music courses; in Elementary Music Education, 45 hours; and in Applied Music, 51 hours.

MINOR: The music minor requirements for elementary teacher certification are 15 hours of music. Courses 15, 16, 17, and 55 are required. The music minor requirements for secondary teacher certification are 18 hours of music. Courses 15, 16, 17, and 74 or 76 are required.

Secondary Vocal Music Education

Theoretical Subjects: Music 15, 16, 17, 18, 31, 32, 33, 34, 51, 52, 71, 75, 76 — 35 hours
Applied Subjects: Major area (Voice, Piano or Organ) — 10 hours
 Minor area (Piano or Organ, Voice) — 4 hours
Music Electives: 4 hours Total: 53 hours

Every major in Vocal Music Education must put in three full years' work in one of the Choirs. It is strongly recommended that the course in Music 55 be taken as a methods course under the Education Department.

Secondary Instrumental Music Education

Theoretical Subjects: Music 15, 16, 17, 18, 31, 32, 33, 34, 51, 52, 57, 58, 71 — 35 hours
Applied Subjects: Major area (String, Wind, Brass or Percussion Instruments) — 8 hours
 Minor area: Strings 28I, 28II; Winds 28; Brass 28; Piano (2 hours) — 6 hours
Music Electives: 4 hours Total: 53 hours

Every student whose major applied instrument is brass, wind or percussion is required to be a member of the band and orchestra for a minimum period of three years.

Every student whose major applied instrument is strings is required to be a member of the orchestra and an instrument ensemble for a minimum of three years.

Course 74 is required as a methods course under the Education Department as Education 74.

Elementary Public School Music

Theoretical Subjects: Music 15, 16, 17, 18, 33, 34, 55, 56, 71, 57 or 75 — 25 hours.
Applied Subjects: (with Vocal Emphasis) Voice — 7 hours; Piano or organ — 7 hours
 (with String Emphasis) Strings — 7 hours;
 Winds — 1 hour; Brass — 1 hour; Percussion — 1 hour; Piano — 3 hours; Voice — 1 hour.

MUSIC

(with Brass or Wind Emphasis) Brass or Wind — 7 hours; Strings — 2 hours; Brass or Wind — 1 hour; Percussion — 1 hour; Piano — 2 hours; Voice — 1 hour. Total for each: 14 hours.

Electives:

5 hours

Grand Total — 45 hours.

Applied Music

Theoretical Subjects: Music 15, 16, 17, 18, 31, 32, 33, 34, 51, 52, 71, 57, and 75 — 35 hours.

Applied Subjects: (One combination)

1. Voice (10 hours), Piano (4 hours) and Ensemble (2 hours) — 16 hours.
2. Organ (10 hours), Voice (4 hours) and Ensemble (2 hours) — 16 hours.
3. Piano (10 hours), Voice (2 hours) and Instrument (2 hours) — and Ensemble (2 hours) — 16 hours.
4. Instrument (10 hours), Piano (4 hours) and Ensemble (2 hours) — 16 hours.

Total: 51 hours.

Theoretical Courses

13. Fundamentals of Music

TWO HOURS

For students desirous of becoming more familiar with music. Sight-singing, melodic and rhythmic dictation. For non-majors. Strongly recommended for admission to Music 55.

DAVIS FIRST SEMESTER

15. Theory I

FOUR HOURS

For music majors with emphasis on the fundamentals of music. The study of triads, intervals, keys, scales, cadences, sight singing, melodic and harmonic dictation, and keyboard harmony. Course meets daily.

CECIL, TALLIS FIRST SEMESTER

16. Theory I

FOUR HOURS

Continuation of course 15. Introduces seventh chords, modulation, and the study of four-part writing. Dictation and keyboard drill are continued. The course meets daily.

CECIL, TALLIS SECOND SEMESTER

17. Introduction to Music

THREE HOURS

Development of skills in listening intelligently to music, with emphasis upon the development of music as an art.

STAFF BOTH SEMESTERS

MUSIC

18. Music Literature Before 1750

TWO HOURS

Prerequisite: Music 17 or consent of instructor. The music from the time of the Greeks through the works of Bach and Handel, with emphasis on the use of illustrative materials and recordings. Alternate years, 1965-1966.

CAVANAUGH SECOND SEMESTER

31. Theory II

THREE HOURS

Prerequisite: 15 and 16. A continuation of Theory I, with emphasis on part writing. Includes altered chords, transition and modulation, chromaticism, harmonic analysis, and considerable original work.

ASCHBRENNER FIRST SEMESTER

32. Theory II

THREE HOURS

Continuation of course 31.

ASCHBRENNER SECOND SEMESTER

33. Music Literature of the Classic and Romantic Periods

TWO HOURS

Prerequisite: Music 17 or consent of instructor. Includes the history and literature of music after 1750 and extending through the Romantic Period. Special emphasis is placed on the works of Haydn, Mozart, Beethoven, and Schubert. Alternate years, 1964-1965.

CECIL SECOND SEMESTER

34. Music Literature Since 1900

TWO HOURS

Prerequisite: Music 17 or consent of instructor. The styles and development in musical literature of the past sixty years. Contemporary trends and the other art forms will be included, and various individual composers will be studied, as well as the larger schools of musical thought. Alternate years, 1964-1965.

RIDER FIRST SEMESTER

51. Form and Analysis

TWO HOURS

Prerequisite: Theory I and Theory II. A practical and analytical course in the structure of music, as well as the harmonic and polyphonic devices employed in representative major works. Alternate years, 1964-1965.

CAVANAUGH FIRST SEMESTER

52. Form and Analysis

TWO HOURS

Continuation of course 51. Alternate years, 1964-1965.

CAVANAUGH SECOND SEMESTER

MUSIC

54. Piano Methods

ONE HOUR

Introduces methods and materials used in teaching elementary and intermediate piano for private and class instruction at all age levels. Students other than majors may register upon consent of the piano staff. Alternate years, 1964-65.

PIANO STAFF SECOND SEMESTER

55. Elementary Music Methods

TWO HOURS

A practical presentation of how to teach music to school children, using simple instruments, functional piano-playing, demonstration of methods and materials. Designed for the classroom teacher. Same as Education 79.

HOLLEMAN

56. Advanced Elementary Music Methods

TWO HOURS

Prerequisite: Music 55. A continuation of Music 55, specifically designed for music majors. Alternate years, 1965-1966.

STAFF SECOND SEMESTER

57. Orchestration and Conducting

THREE HOURS

Prerequisite: Music 32. Orchestral and band scoring with emphasis on the technique of the baton and the rehearsal problems of instrumental groups. Includes work with brass and woodwind ensembles, progressing to the scoring of music for symphonic band. Alternate years, 1964-65.

RIDER FIRST SEMESTER

58. Orchestration and Conducting

THREE HOURS

Continuation of course 57. Includes string ensembles and the adaptation of vocal, piano and organ works for symphonic orchestra. Alternate years, 1964-65.

RIDER SECOND SEMESTER

71. Senior Pro-Seminar in Music

TWO HOURS

A required senior music course designed to assist advanced students in the problems of music and to act as an additional survey of theoretical and music literature materials. Includes an oral comprehensive examination.

STAFF FIRST SEMESTER

74. Secondary Instrumental Methods and Administration

THREE HOURS

The problems peculiar to the teaching of instrumental music in both class and private instruction. Sections devoted to the selection of texts and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Alternate years, 1965-1966.

RIDER FIRST SEMESTER

MUSIC

75. Choral Conducting

THREE HOURS

A practical study of conducting choral music. The requirements for the first two years of a music major are advisable as a prerequisite. Alternate years, 1965-1966.

CAVANAUGH FIRST SEMESTER

76. Secondary Vocal Methods

THREE HOURS

The study and observation of secondary teaching techniques, with examination of materials. The requirements for the first two years of a music major are advisable as a prerequisite. Alternate years, 1964-65. Same as Education 73.

HOLLEMAN SECOND SEMESTER

77. Music of the Church

TWO HOURS

Includes a survey of the music of the church: early Christian music, Gregorian chant, the evolution of polyphony, and the influence of the Reformation. Also the study of liturgy, the nature of worship, and the function of music in the service of worship. Extensive use is made of selected readings, the hymnal and recordings. Recommended for pre-seminary students.

TALLIS FIRST SEMESTER

Applied Music Courses

All courses in Applied Music are open to students of varying degree of preparation, from beginners to advanced students. All music majors are required to pass an examination each semester under the jury system. A schedule of Applied Music fees will be found on page 24.

In partial fulfillment of music major requirements, seniors majoring in applied music will give a full length evening recital and seniors majoring in music education will share in a joint evening recital. Exceptions to recital requirements will be granted only by a decision of the music department faculty.

A maximum of three semester hours of Choir, Band or Orchestra will be allowed as elective credit toward a major in music.

All private lessons are of 30 minutes duration. Lessons in Applied Music will not be made up unless the student notifies the instructor a reasonable time in advance of his absence. Private lessons falling on legal and special holidays will not be made up. All Applied Music students are required to fulfill practice time requirements, consisting of at least one half hour per day for each weekly voice lesson and at least one hour per day for each weekly piano, organ, or instrumental lesson. Qualified students studying piano privately are required to accompany for a minimum of one lesson per week during course of study.

21, Piano; 23, Voice; 25, Organ; 27, Instrument (violin, viola, cello, string bass, flute, oboe, clarinet, bassoon, trumpet, French horn trombone, percussion); 29, harpsichord.

MUSIC

The above private lessons are open to all students in relation to their degree of proficiency.

CLASS INSTRUCTION

Class instruction is offered in Voice, Piano, Strings, Brass, Woodwind, and Percussion. The course number is one higher than that in private instruction. Individual restrictions are as follows:

Voice Class —

Open to all students, with a limitation of two hours total credit to voice majors and four hours total credit to all other students.

Piano Class —

Open to all beginning students with the exception of piano majors to whom it is closed entirely. Limited to two hours total credit.

Instrument Class —

Limited to two hours total credit in Violin and Strings, and one hour total credit in Brass, one hour in Woodwinds, and one hour in Percussion. Violin and Strings offered throughout the year, odd years only. Brass offered first semester, even years. Woodwinds offered second semester, even years. Percussion offered first semester, even years.

10. Chapel Choir

ONE HOUR

Membership of approximately 70 voices determined each Spring by auditions from members of the Chancel Choir.

CAVANAUGH

10c. Chancel Choir

ONE-HALF HOUR

Membership open to all interested students.

DAVIS

20. Orchestra

ONE-HALF HOUR

Membership determined by tryouts at the beginning of the Fall term.

RIDER

30. Band

ONE-HALF HOUR

Membership determined by tryouts at the beginning of the Fall term.

CECIL

40. Symphonette

ONE-HALF HOUR

Membership determined by tryouts at the beginning of the Fall term.

RIDER

MUSIC

50. Piano Ensemble

ONE-HALF HOUR

An applied music course in two-piano work. Standard repertoire of original two-piano compositions of Mozart, Brahms, etc. are used. Prerequisites: Piano-playing ability of at least a third-grade level.

HOLLEMAN SECOND SEMESTER

70. Instrumental Ensemble

ONE-HALF HOUR

Designed to acquaint the student with small ensemble literature and give him the opportunity to play as much of it as possible. Prerequisite: Permission of instructor.

RIDER, CECIL BOTH SEMESTERS

PHILOSOPHY

MR. DYKSTRA, CHAIRMAN; MR. BURTON, MR. JENTZ

Philosophy is ambivalent: it is a subject matter, and it is a mode and habit of critical reflection whose subject-matter can be virtually any item in any human experience. For this department, philosophy is always an act of inquiry; its subject-matter is ancillary to, and at any given time, the distillation of the unceasing process of inquiring. In the contexts of a Liberal Arts education, philosophy can, and therefore must, serve equally three classes of students.

1. Those interested in the wide range of inquiries that characterizes Liberal Arts education. Philosophy seeks to involve these students in fundamental questions which are unique to any one of the identifiable disciplines or common to several or all of them; to develop competence in critical thought; and to open up possibilities for relating the broad areas of human experience and learning to each other.
2. Those whose main educational interest is in specialized areas. For these philosophy is chiefly the critical analysis of the fundamental concepts employed in the various specialized disciplines (e.g. art, religion); an examination of the kinds of validity achieved in each; and a major means by which a student can achieve such a self-awareness in his discipline that his ventures in the discipline may become explicitly purposive and so promise to be also highly creative.
3. Those who expect to major in philosophy. For these the department provides opportunity to become familiar with the history of philosophical thought and with the major special fields of philosophical inquiry; or in other words, to come as close as possible to stepping into the stream of philosophy at the point of development it has now reached, and to become realistically involved in this contemporary stream — in part

PHILOSOPHY

by discovering by what rationale it has arrived where it now is, and in part by locating the hitherto unresolved issues in philosophy.

MAJOR REQUIREMENTS: A minimum of thirty hours in the department. Specific required courses: 11, 21, 31, 51, 53, and 61 or 62. Students who expect to do graduate work must take 61, and 32, 52, and 72, and at least two of the Seminars (91, 92, 93, 94).

Majors will also be required to have achieved a level of competence equivalent to that of two years of college foreign language study, with strong preference for German.

Some variations from these specific requirements are possible, but only by formal departmental action, in cases where the particular interests of a student seem to be better served by such variations. A typical course for those who major will include courses 11, 21, 31, and 32 in the Freshman and Sophomore years, though failure to include these courses in the first two years will not preclude one's majoring in the department.

11. Introduction to Philosophy

THREE HOURS

Raises the fundamental problems of philosophy, pointing out how the problems are implied in ordinary experience, examining some of the major options that have been proposed in modern times, and becoming involved in the dialogue between them. Analysis of the nature of philosophical reasoning. Readings are from the primary sources.

BURTON BOTH SEMESTERS

13. Introduction to Liberal Studies B

Required of all freshman students. Consists of English, Philosophy and Speech. The course explores the basic human questions that every person faces and provides a rationale for the general college courses required at Hope College. English is the A semester, four credit hours; Philosophy and Speech constitutes the B semester, five credit hours. Both A and B sections are offered both semesters.

DYKSTRA BOTH SEMESTERS

21. Introductory Logic

THREE HOURS

Articulation of the various classic structures of the human reasoning processes: the elementary forms of deductive and inductive reasoning. Development of skills in the use of the various methods. Examination of the forms of creativity in thought.

BURTON BOTH SEMESTERS

Note: the following six courses are devoted specifically to the study of the history of philosophy, and are regarded as of central importance in the major program. This is so, not because the answers to the major questions have all been found in the past, but because

PHILOSOPHY

the history does disclose both possible questions and possible answers. Thus it gives both range and depth to the inquiry. Here also, in one sense or another, we can progress because we can stand on the shoulders of the past. The history is studied not merely as a succession of opinions, nor merely for its information value, but as a continuous process of critical search for truth, and even for what is the meaning of truth. All the courses involve extensive reading, chiefly in primary source materials. Additional and more intensive study of some part of the history occurs also in the seminars.

31. Ancient Philosophy

THREE HOURS

Greek philosophy from its beginnings through the later moralists.

DYKSTRA FIRST SEMESTER

32. Medieval Philosophy

TWO HOURS

Late Greek religious philosophies, early Christian thought, and the emergence, flowering, and disintegration of Medieval philosophy.

DYKSTRA SECOND SEMESTER

51. Early Modern Philosophy

THREE HOURS

From Descartes through German Idealism, with the major emphasis on the epistemological and the metaphysical issues.

DYKSTRA FIRST SEMESTER

52. Nineteenth Century Philosophy

TWO HOURS

The major developments in social philosophy, the struggles of philosophy in adjusting to the developing scientific method and world-view, and the various idealistic emphases.

DYKSTRA SECOND SEMESTER

53. Twentieth Century Philosophy

THREE HOURS

The major tendencies: Realism, Pragmatism, Analytical Philosophy, and Existentialism.

DYKSTRA SECOND SEMESTER

54. Oriental Thought

THREE HOURS

Analytical and Critical study of the major traditions of Chinese and Indian thought, and the major variants on the fundamental themes. Particular attention to primary distinctions between Oriental and Occidental philosophies and cues for reapproachment between them; and to the possibilities of a religious world-view by critical comparisons of Oriental and Occidental religious philosophies.

JENTZ SECOND SEMESTER

PHILOSOPHY

61. History of Ethical Theory

THREE HOURS

Survey of the important types of ethical emphasis, with a critical analysis aimed to discover whether and what kind of progress there may have been, what key options remain open in ethical philosophy, and what we can do with them. Readings in major classics of ethical thought from the Greeks until now, with a special attention to contemporary issues in philosophical ethics. Alternate years, 1966-67.

JENTZ FIRST SEMESTER

62. Ethics in Practice and Theory

THREE HOURS

An attempt to clarify the nature of ethical thinking, by identification of concrete ethical issues in ordinary experience, examination of the criteria for determining that an issue is a moral one, the developments of procedures for resolving such issues, and, in this context, reflections on the nature of ethical theory. Alternate years, 1965-66.

JENTZ FIRST SEMESTER

64. Philosophies of Man

THREE HOURS

A symposium type of study of the various concepts of man that have been proposed as seriously intended images of the nature of man, an inquiry as to whether modern culture is or is not down-grading man's image, and whether more carefully critical concepts of man may contribute to revitalization of modern culture. Alternate years, 1966-67.

JENTZ SECOND SEMESTER

67. Epistemology

THREE HOURS

A summary of the major issues involved in the problem of knowledge, an appraisal of past work in epistemology with a view to determining the exact nature of its contributions, of its limitations, and what to do about them. Alternate years, 1966-67.

BURTON FIRST SEMESTER

68. Metaphysics

THREE HOURS

Clarification of the meanings of metaphysics in history; examination of the senses in which metaphysics is possible or impossible, and of the conditions for its being worth doing. Alternate years, 1965-66.

BURTON SECOND SEMESTER

69. Philosophy of Language

THREE HOURS

An introductory examination of philosophical issues involved in our use of language, and a survey of major contemporary philosophical contributions to our understanding of the nature of language. Alternate years, 1965-66.

BURTON FIRST SEMESTER

72. Symbolic Logic

THREE HOURS

An introduction to the methods of formal logic, with emphasis placed upon the applicability of these techniques in the various kinds of discipline. Prerequisite: Philosophy 21. Alternate years, 1966-67.

BURTON SECOND SEMESTER

PHILOSOPHY

73. Philosophy of the Natural Sciences

THREE HOURS

Understanding of modern science by examination of its continuities and divergencies from alternative versions of what science is, and by clarification of its fundamental concepts and methods. Identification of assumptions of the sciences and critical analysis to determine the conditions for their validity. Methods of unification in the sciences. Relations between science and ethics, art, and religion.

DYKSTRA FIRST SEMESTER

74. Philosophy of the Social Sciences

THREE HOURS

An analysis of the social sciences comparable to the analysis of the natural sciences in philosophy 73, with added question whether social science can properly be science in the same sense as the natural sciences. Conditions for creative advance in the social sciences. Alternate years, 1965-66.

BURTON SECOND SEMESTER

75. Philosophy of Religion

THREE HOURS

Inquiry into the nature and functions of religion in various cultures; the logic of religious belief; the nature of religious discourse; the relations between religious world-views and their alternatives. Prerequisites: Introduction to Philosophy and junior standing. Same as Religion 75.

JENTZ FIRST SEMESTER

76. History of Social and Political Philosophy

THREE HOURS

The major modes of rational understanding of the nature of Society and the State from classical times until the emergence of the scientific approach to problems of society, and in this setting, an examination of the advantages and possible liabilities of a scientific method as applied to the problems of society. Alternate years, 1966-67.

BURTON SECOND SEMESTER

78. Aesthetics

THREE HOURS

Meaning of aesthetic creativity, of aesthetic objects, and of aesthetic enjoyment. Problems of aesthetic judgment. Major unresolved issues in aesthetics. The place of art in culture. Alternate years, 1965-66.

DYKSTRA SECOND SEMESTER

91, 92, 93, 94. Seminars

TWO HOURS

One seminar per semester may be taken during each semester of both the Junior and Senior years. Extensive readings in selected works and writing of short papers.

STAFF BOTH SEMESTERS

PHYSICAL EDUCATION

MR. GREEN, CHAIRMAN; MR. BREWER, MR. DE VETTE, MISS SCHIPPER,
MR. SIEDENTOP

REQUIRED PHYSICAL EDUCATION: All students are required to take two semester courses in physical education activities. These courses are to be taken during the freshman year.

All persons taking physical education activity classes or participating in the intramural program must be checked annually by the college health service. Those participating in intramurals must have their physical before the first contest in which they are to take part. Certification of physical condition, in writing, from the college health service must be filed with the department of physical education.

PROGRAM FOR A MINOR IN PHYSICAL EDUCATION:

Men — Any male student may be granted a minor in physical education for teacher certification by successfully completing a minimum of 20 hours including Biology 14 and 35, Physical Education 31, 51, 49 or 56, 52, 75 or 76 and two hours of Physical Education activities courses.

Women — Any woman student may be granted a minor in physical education for teacher certification by successfully completing a minimum of 21 hours including Biology 14 and 35, Physical Education 31, 51, 52, 56, 73 or 74, 75 or 76, and the Physical Education Activities courses 11, 12, 15 and 16.

11. Field Hockey and Gymnastics. (W)

ONE HOUR

Nine weeks will be given to learning techniques and team strategy as well as actual game play in each of these sports.

SCHIPPER FIRST SEMESTER

12. Volleyball and Softball. (W)

ONE HOUR

Nine weeks will be given to learning techniques and team strategy as well as actual game play in each of these sports.

SCHIPPER

14. Archery and Badminton. (W)

ONE HOUR

An opportunity to develop skills and to acquire fundamental knowledge in each of these activities.

SCHIPPER SECOND SEMESTER

15. Folk and Square Dance. (M,W)

ONE HOUR

Fundamental rhythms and representative folk dances of various countries, in addition to Early American Square Dances.

SCHIPPER

16. Tennis and Basketball. (W)

ONE HOUR

An opportunity to develop skills and to acquire fundamental knowledge in each of these sports.

SCHIPPER

PHYSICAL EDUCATION

17. Badminton and Golf. (W)

ONE HOUR

Nine weeks will be given to the development of skills and to the actual playing of each of these activities.

SCHIPPER

21-30. Physical Education Activities. (M)

ONE HOUR

A required course for all men students to be taken in the freshman year. Includes calisthenics, participation in team sports such as speedball, basketball, volleyball and softball, and participation in individual sports such as tennis, badminton, weight lifting, archery, bowling, handball and golf.

BREWER, DE VETTE, GREEN, SIEDENTOP

31. Introduction to Physical Education. (M,W)

TWO HOURS

Orients the student to professional work in this field. Includes history, principles, philosophy, aims and objectives of physical education. Required of all physical education minors, it should be elected in the freshman or sophomore year.

SIEDENTOP FIRST SEMESTER

49. Athletic Training and Conditioning. (M)

ONE HOUR

The procedures used in treating injuries. Students are taught to observe and recognize the symptoms which indicate very serious injury.

GREEN FIRST SEMESTER

51. Organization and Administration of Health and Physical Education. (M,W)

THREE HOURS

Designed to acquaint the student with the problems of administering a physical education program in a typical public school. The entire program of required, intramural and inter-school physical education is discussed and studied. Prerequisite: Physical Education 31.

GREEN FIRST SEMESTER

52. Anatomy and Kinesiology. (M,W)

THREE HOURS

The musculo-skeletal system and its action, with special reference to the field of health and physical education. Prerequisite: Biology 35.

GREEN SECOND SEMESTER

PHYSICAL EDUCATION

54. Community Recreation. (M,W)

TWO HOURS

Traces the development of the modern recreational movement, studies the principles and practices in the organization of recreational group work, and presents the methods of planning and administering community recreation programs. This course is valuable for those planning to enter the ministry, teaching, scout work, or religious education, as well as for those who plan to enter community recreation work.

DE VETTE SECOND SEMESTER

56. First Aid. (M,W)

ONE HOUR

Methods of giving aid in case of accident or sudden illness. Alternate years, 1966-1967.

SCHIPPER SECOND SEMESTER

63. Fundamentals and Techniques of Football and Basketball. (M)

TWO HOURS

The fundamentals of these sports and the techniques and theories of coaching them at the high school level. A study of the rules is included. The course requires three class meetings a week. Football will be studied the first eight weeks and basketball the last eight weeks of the semester. Not open to freshmen.

DE VETTE FIRST SEMESTER

64. Fundamentals and Techniques of Baseball and Track. (M)

TWO HOURS

The fundamentals of these sports and the techniques and theories of coaching them at the high school level. A study of the rules is included. The course requires three class meetings a week. Baseball will be studied the first eight weeks and track the last eight weeks of the semester. Not open to freshmen.

SIEDENTOP, BREWER SECOND SEMESTER

68. Analysis of Physical Education Skills. (M,W)

TWO HOURS

The mechanics involved in the performance of the movements used in team, dual and individual sports. Physical education 31 and 52 prerequisites.

GREEN SECOND SEMESTER

73. Teaching Team Sports. (W)

TWO HOURS

The analysis of skills, teaching progressions, class organization and testing procedures for hockey, speedball, soccer, and volleyball will be covered in three hours each week of either lecture or practical laboratory work in an activity class. In addition, the technique of officiating and the knowledge of the organization of intramurals will be acquired through assisting in the Women's Intramural program one hour each week. Alternate years.

SCHIPPER FIRST SEMESTER

PHYSICAL EDUCATION

74. Teaching Team Sports. (W)

TWO HOURS

The analysis of skills, teaching progressions, class organization and testing procedures for basketball and softball will be covered in three hours each week of either lecture or practical laboratory work in an activity class. In addition, the technique of officiating and the knowledge of organization of intramural will be acquired through assisting in the Women's Intramural program one hour each week. Alternate years.

SCHIPPER SECOND SEMESTER

75. Teaching Physical Education in the Elementary School. (M,W)

TWO HOURS

Acquaints the student with the games, rhythms, story-plays, and other physical activities suitable for each of the elementary grades. Attention is given to objectives and methods of organization and each student is required to do practice teaching in these activities as part of the class work. Elective to prospective elementary school teachers and women taking a minor in Health and Physical Education.

SIEDENTOP

76. Teaching Physical Education in the Secondary School. (M,W)

TWO HOURS

The fundamentals and rules of games of higher organization, and of mass and individual sports. Practical experience is given in lesson planning, organizing, teaching and officiating. Alternate years, 1966-1967.

GREEN SECOND SEMESTER

PHYSICS

MR. FRISSEL, CHAIRMAN; MR. BEERY, MR. MARKER

The non-science major, to meet his science requirements, may choose from courses Physics 15, 16, 17, 18. Although courses Physics 23, 24, 27, 28 are designed for science majors, they too may be used to satisfy the science requirement. Credit will not be allowed for both 15 or 16 and any of the general physics courses.

For the physics major 25 semester hours are required from the courses numbered 27 or higher and are to include Physics 61, 76 and 77. Those planning on graduate study are advised to take 35-40 hours in physics, and mathematics through differential equations and advanced calculus.

15. Physical Science

FOUR HOURS

Recitation three hours and one two-hour laboratory per week. This course gives a historical, philosophical as well as scientific but still non-mathematical approach to the physical universe around us and the structure and the basic operational principles with which we describe natural phenomena. This course too serves to give a conceptual frame work which is fundamental and helpful to interpretations in other descriptive science courses the student might encounter.

MARKER FIRST SEMESTER

PHYSICS

16. Physical Science

FOUR HOURS

Recitation four hours, no laboratory. This course is a continuation of Physics 15 with somewhat of a greater emphasis on the historical and philosophical aspects. Many of the modern advances of science are considered in a descriptive fashion and an attempt is made to assess the implications of these advances.

MARKER SECOND SEMESTER

17. Astronomy

THREE HOURS

A survey of the physical universe; what we know and how we know it. Some observational work is included. Alternate years, 1965-1966.

SHERBURNE FIRST SEMESTER

18. Musical Acoustics

TWO HOURS

Offered on demand. This course is designed to train people to assess sound phenomena on the basis of physical principles and to separate the subjective and objective aspects of sound phenomena. Students of music should receive special benefit from this study.

BEERY SECOND SEMESTER

23. General Physics

FIVE HOURS

Mechanics of solids and liquids, sound and heat. Recitation, four hours; laboratory, one two-hour period per week. Prerequisite: Trigonometry.

FRISSEL FIRST SEMESTER

24. General Physics. Continuation of Physics 23

FIVE HOURS

Magnetism, electricity, light and modern physics. Recitation, four hours; laboratory, one two-hour period per week. Prerequisite: Trigonometry.

FRISSEL SECOND SEMESTER

27. General Physics

FIVE HOURS

Mechanics of solids and liquids, sound and heat. Recitation four days; Laboratory, one two-hour period a week. Prerequisites: Mathematics 26, or must be taken concurrently.

BEERY FIRST SEMESTER

28. General Physics. Continuation of General Physics 27

FIVE HOURS

Magnetism, electricity, light and modern physics. Recitation four days; laboratory, one two-hour period a week. Prerequisites: Mathematics 45 or must be taken concurrently.

BEERY SECOND SEMESTER

37. Introduction to Theoretical Physics

THREE HOURS

A concentrated study in areas of vector calculus, complex variable description, the wave equation, wave propagation and applied mathematical methods. This course is a prerequisite to Phys. 53, 61 and 71. Prerequisites, Phys. 27, 28, and Math 46 concurrently.

FRISSEL FIRST SEMESTER

PHYSICS

41. Electronics

THREE HOURS

Charge behavior in force fields, characteristics of vacuum tubes and semiconductors, complex impedances, methods of circuit analysis and electronic devices. Classroom two hours per week, laboratory three hours per week. Prerequisite: Math 46 concurrently.

BEERY FIRST SEMESTER

42. Electronics; Continuation of 41

THREE HOURS

Applications of electronics to special circuits and an introduction to transmission lines and microwaves. Classroom two hours per week, laboratory three hours per week.

BEERY SECOND SEMESTER

51. Modern Physics

THREE HOURS

Charged particle behavior in electric and magnetic field, special theory of relativity, quantum effects, atomic structures, x-ray and atomic spectra. Prerequisites: Physics 27, 28, 37. Mathematics 26, 45, 46.

MARKER FIRST SEMESTER

52. Modern Physics. Continuation of 51

THREE HOURS

Recent nuclear experiments and results and the evidence they furnish concerning nuclear models, forces, structure, decay, reactions, and energy. Prerequisite: Physics 51. Alternate years, 1966-1967.

MARKER SECOND SEMESTER

61. Analytical Mechanics

THREE HOURS

Statics and dynamics of particles and rigid bodies, and central forces. Prerequisites: Physics 27, 28, 37 and Mathematics 46.

FRISSEL FIRST SEMESTER

62. Mechanics; Continuation of 61

THREE HOURS

Moving coordinate systems, mechanics of continuous media, Lagrange and Hamilton formulation, inertia and stress tensors, small vibrations. Prerequisite 61.

FRISSEL SECOND SEMESTER

63. Thermodynamics

THREE HOURS

An advanced course for students of physics, chemistry and engineering, dealing with concepts of work, internal energy, heat, reversibility, entropy and statistical mechanics with examples and applications. Prerequisites: Physics 27, 28; Mathematics 46. Alternate years, 1966-1967.

FRISSEL FIRST SEMESTER

74. Electricity and Magnetism

FOUR HOURS

Circuit elements and instruments, dielectrics, electric and magnetic force field, magnetic properties of materials and Maxwell's equations. Prerequisites: Physics 27, 28, 37; Mathematics 46. Alternate years, 1965-1966.

FRISSEL SECOND SEMESTER

PHYSICS

76. Advanced Laboratory

ONE HOUR

Required of physics majors. The laboratory experiments are chosen, in consultation with the instructor, from among the fields of electricity and magnetism, optics, and atomic and nuclear physics. Laboratory, four hours.

STAFF FIRST SEMESTER

77. Continuation of Advanced Laboratory 76

ONE HOUR

Required of physics majors.

STAFF SECOND SEMESTER

91-1.

91-2.

92-1.

92-2. Special Problems

ONE OR TWO HOURS

Designed to give students majoring in physics an opportunity to do advanced theoretical studies in an area of need or interest. By permission of chairman of department.

STAFF

93-1.

93-2.

94-1.

94-2. Special Problems

ONE OR TWO HOURS

Designed to give students majoring in physics an opportunity to do advanced experimental studies in an area of interest or special benefit to the student. By permission of chairman of department.

STAFF

POLITICAL SCIENCE

MR. VANDERBUSH, CHAIRMAN; MR. VAN PUTTEN

The courses in Political Science are designed to provide systematic understanding of government and politics in the state, national and international areas.

MAJOR: The major consists of not fewer than twenty-four hours in the department. In addition to the courses in Political Science, a minimum of twelve hours in at least two other Social Sciences is required, such as History, Sociology, or Economics. Students who intend to continue their studies in this field on the graduate level are advised to take two modern languages.

11. National Government

THREE HOURS

The national government from its origins through its development to the present with emphasis on the functional aspects of government.

VANDERBUSH, VAN PUTTEN BOTH SEMESTERS

42. State and Local Government

THREE HOURS

The procedures of government of all the states with special reference to Michigan. The functional approach is emphasized. Prerequisite: Political Science 11.

VANDERBUSH BOTH SEMESTERS

POLITICAL SCIENCE

51. Political Parties and Electoral Problems

THREE HOURS

The political parties, their histories and how they operate, and the conduct and problems of elections. Prerequisites: Political Science 11 and 42.

VANDERBUSH, VAN PUTTEN FIRST SEMESTER

53. Public Administration

THREE HOURS

The underlying principles of government management at the federal, state and local levels. Prerequisites: six hours of Political Science.

VAN PUTTEN SECOND SEMESTER

63. International Relations

THREE HOURS

The divergence between the images that nations entertain of world affairs and of each other and the international realities as they are focused in the struggle between nations today. Prerequisite: Sophomore standing.

VAN PUTTEN FIRST SEMESTER

64. Legislative Process in National Problems

THREE HOURS

The organization and operations of Congress and the role of the Executive and Administrative agencies in the process of law making. Major issues before Congress will be studied in some detail. Prerequisites: Political Science 11, 42. Open only to juniors and seniors.

VANDERBUSH SECOND SEMESTER

70. International Relations of the Far East

THREE HOURS

A geographical, cultural, historical and political study of China with the rest of the world from 1842 to the present time.

VAN PUTTEN FIRST SEMESTER

71. International Relations of the Far East

THREE HOURS

A geographical, cultural, historical and political study of Japan with the rest of the world from 1853 to the present time.

VAN PUTTEN SECOND SEMESTER

72. Comparative Government

THREE HOURS

The major types and forms of governments of Europe, as well as the governments of Japan and China. Prerequisite: Six hours of Political Science.

VAN PUTTEN, VANDERBUSH FIRST SEMESTER

73. American Constitutional Law

THREE HOURS

Principles of the American Constitution; separation of powers, federalism, the powers of the national and state governments, and limitations on the exercise of those powers. Prerequisites: Political Science 11 and 42.

VANDERBUSH SECOND SEMESTER

74. American Political Theory

THREE HOURS

This course analyzes and interprets fundamental political ideas in terms of their origins, assumptions and developments. Prerequisite: Six hours of Political Science.

VANDERBUSH FIRST SEMESTER

POLITICAL SCIENCE

75. International Relations of South East Asia

THREE HOURS

A geographical, cultural, historical and political study of the countries of South East Asia from 1945 to the present time.

VAN PUTTEN SECOND SEMESTER

76. Foreign Policy

THREE HOURS

How foreign policy is made and how it is put into operation. Prerequisite: Political Science 11 and 42.

VAN PUTTEN SECOND SEMESTER

81. Seminar — Current Problems of Public Policy

TWO HOURS

Either Political Science 81 or 82 is required of Political Science majors.

VANDERBUSH, VAN PUTTEN

82. Seminar — Problems of American Foreign Policy

TWO HOURS

Either Political Science 81 or 82 is required of Political Science majors.

VAN PUTTEN

91, 92. American Seminar

In cooperation with The American University of Washington, D.C. a full semester's work may be taken in Washington, D.C. Consult Mr. Vanderbush.

PSYCHOLOGY

MR. VAN EYL, ACTING CHAIRMAN; MR. BEACH, MR. BROWN,
MR. DE HAAN, MR. GRANBERG, MR. HARVEY

The offerings of the Psychology Department are designed to serve three areas of interest:

1. Liberal Arts—During his four years at Hope each student should sample as many different disciplines as time allows. The sampling course in psychology is Psychology 15.
2. Disciplines other than Psychology—Many students may find a minor in psychology (15 hours) helpful in preparation for their future work in art, business, industry, law, medicine, nursing, the ministry, political science, social work, and teaching.
3. Professional Psychology—It is possible for students with a B.A. degree and a major in psychology to find employment in such areas as social and personnel work. However, since professional psychology begins at the M.A. level the student who wants to major in psychology should do so with the possibility of graduate school in mind. Specific requirements for psychology majors are: 24 hours of psychology (to include Psychology 54 and 71 or 51 and 58), Mathematics 35, Biology 13, 14, or 15, 16. Strongly recommended are: Sociology 31; Philosophy 11 or 21, 74; English 53, 54; Biology 61; at least one course in the Fine Arts; a minor in either Biology or Mathematics or both.

15. Introduction to Psychology

THREE HOURS

An introduction to the study of human behavior. This course is a prerequisite for all other psychology courses.

STAFF BOTH SEMESTERS

PSYCHOLOGY

36. Developmental Psychology I

THREE HOURS

An introduction to theories, research methods, and findings related to the intellectual, emotional, perceptual, social, and personality development of the child.

BROWN FIRST SEMESTER

38. Developmental Psychology II

THREE HOURS

A continuation of Psych. 36 into adolescence and maturity. Some emphasis is given to the sociological, psychological, and biological effects of aging.

BROWN SECOND SEMESTER

41. History and Systems of Psychology

THREE HOURS

The historic and systematic development of psychology.

VAN EYL SECOND SEMESTER

43. Tests and Measurements

THREE HOURS

An introduction to the purposes, the construction and the interpretation of psychological and educational differences and uniformities. Psychological measurement is emphasized the first semester (for psychology majors), educational measurement (Educ. 64) the second.

BEACH BOTH SEMESTERS

45. Personnel Psychology

THREE HOURS

A systematic and integrated study of personnel and industrial psychology. The developments of the past ten years are stressed. Math. 35 or Psych. 43 are recommended in preparation for this course.

BROWN SECOND SEMESTER

51. Perception, Learning and Motivation I

THREE HOURS

A survey of principles and basic research methodology related to perception, learning, and motivation.

VAN EYL SECOND SEMESTER

53. Social Psychology

THREE HOURS

The psychological principles underlying interpersonal and group behavior and the effect of social conditions on individual behavior.

BEACH, DE HAAN BOTH SEMESTERS

54. Psychology of Personality

THREE HOURS

The nature of personality, its development and organization, and a consideration of the dynamics of behavior. Prerequisite: Psych. 36 or 38.

GRANBERG, BEACH BOTH SEMESTERS

55. Educational Psychology

THREE HOURS

Same as Educ. 52. (When taken as psychology credit it cannot be added to the number of hours required for a psychology major.)

PSYCHOLOGY

57. Introduction to Experimental Psychology

THREE HOURS

An introduction to research and experimentation in psychology, including classroom and laboratory instruction. Prerequisites: Psych. 15, 41, and one other psychology course.

VAN EYL BOTH SEMESTERS

58. Psychology of Behavior Disorders

THREE HOURS

An introduction to the study of pathological behavior. Includes investigation into etiological factors, common syndromes, and a survey of therapeutic measures. Prerequisites: Psych. 53, 54.

GRANBERG SECOND SEMESTER

71. Perception Learning Motivation II

THREE HOURS

A study of theories and research findings related to perception, learning, and motivation. Prerequisites: Psych. 41, 51, 57.

VAN EYL FIRST SEMESTER

84. Seminar in Psychology

THREE HOURS

The study of a faculty-selected area of psychology by invitation of the instructor.

STAFF BOTH SEMESTERS

91. Independent Study

TWO HOURS

This program affords an opportunity for the advanced student in psychology to study a psychological area of his own interest beyond the regular course offerings. To fulfill eligibility for this program the student must have a rather specific topic in mind, a reasonable background in related course work, good independent study habits, initiative and high motivation. He must obtain permission from the chairman of the department and the professor who will act as his advisor and tutor. Application for the program stating a study proposal in not less than 200 words and a bibliography of pertinent books and journal articles should be submitted to the department chairman during pre-registration.

STAFF BOTH SEMESTERS

92. Psychological Research

TWO HOURS

The individual or small group study of a psychological problem with the emphasis on laboratory research. Eligibility requirements are the same as for Psych. 91.

VAN EYL BOTH SEMESTERS

100. Senior Honors Project

THREE HOURS

Same as Psychology 91 or 92 but with special permission from department chairman.

STAFF BOTH SEMESTERS

RELIGION AND BIBLE

**MR. VOOGD, CHAIRMAN; MR. KRUTHOF, MR. PONSTEIN, MR. JENTZ,
MR. VANDER LUGT**

Studies in the Department of Religion and Bible are regarded as an integral part of the college curriculum and nine semester hours are required of all four year students (six semester hours for Junior transferees) for graduation. Six of these required hours, Bible 21 and 22, are in the Biblical content area and should be completed by the end of the Junior year. The remaining three hours may be elected from courses 51, 52, 63, 64, 71 and 75.

For those students contemplating a vocation in religious work at home or abroad, for whom Hope College must furnish the major part of their training, a major in the Religion and Bible Department is recommended. This major program consists of a minimum of twenty-seven hours in the department plus blocks of study in English, Language, Philosophy, Psychology, History and Speech. Students desiring such a major are advised to consult the head of the department to secure approval of their course program. Pre-seminary students should consult the program for the Christian Ministry on page 122.

Biblical

21. Old Testament

THREE HOURS

The basic religious concepts of God, Man and Covenant as revealed in the historical and prophetic books of the Old Testament.

STAFF

22. New Testament

THREE HOURS

The person and work of Jesus Christ, the World of the Gospels, and the founding and expansion of the early Christian Church. Includes discussion of the relevance of the principles of the New Testament to the present day. Prerequisite: Bible 21.

STAFF

31. The Poetry of the Bible

THREE HOURS

An analysis and study of the poetry of the Bible as related to human experience and divine revelation. Prerequisites: Bible 21 and Sophomore standing. Alternate years, 1965-66.

KRUTHOF FIRST SEMESTER

Historical

51. Rise of Christianity (I)

THREE HOURS

The rise and development of Christianity from the second century through the Reformation era. Students who intend to take both 51 and 52 should elect them in their proper sequence. Prerequisites: Bible 21 and 22 or Junior standing.

PONSTEIN FIRST SEMESTER

RELIGION AND BIBLE

52. Rise of Christianity (II)

THREE HOURS

The history of Christianity from the Reformation era to the present day. Students who intend to take both 51 and 52 should elect them in their proper sequence. Prerequisites: Bible 21 and 22 or Junior standing.

PONSTEIN SECOND SEMESTER

61. Non Christian Religions

THREE HOURS

A study of leading non-Christian religions of the world including Hinduism, Buddhism, Confucianism, Mohammedanism and Judaism. Attention is focused upon historical developments and religious emphases. Prerequisites: Bible 21, 22 and Junior standing. Alternate years, 1966-67.

VOOGD SECOND SEMESTER

62. History of Religion in America

THREE HOURS

An analysis and study of the various religious movements and cults in America from colonial times to the present. Prerequisites: Bible 21, 22 and Junior standing. Alternate years, 1965-66.

PONSTEIN SECOND SEMESTER

72. Archaeology and the Bible

A study of archaeological discoveries which cast a direct or indirect light upon the Biblical record, including an analysis of the Dead Sea Scrolls. Prerequisites: Bible 21, 22 and Junior standing. Alternate years, 1966-67.

VOOGD FIRST SEMESTER

83. Intertestamentary History

THREE HOURS

The history of the Jews from the Babylonian exile to the Roman period and the birth of Christ. Includes the history of the Persian, Greek and Roman empires, and the Maccabean era of Jewish independence as they relate to Biblical study. Prerequisites: Bible 21, 22 and Junior standing. Alternate years, 1965-66.

VOOGD FIRST SEMESTER

Philosophical—Theological

63. The Christian Classics

THREE HOURS

The writings that form our Christian heritage. Includes writings of Augustine, Erasmus, Luther, Calvin, Pascal and Kierkegaard. Reading, discussion, lectures. Prerequisites: Bible 21, 22 and Junior standing.

KRUTHOF

64. Christian Ethics

THREE HOURS

A study of the moral principles and practices as revealed in the Scriptures. A comparative analysis of Christian Ethics and the Ethics of Nature with emphasis on the relevance of the Christian faith to the good life.

KRUTHOF SECOND SEMESTER

RELIGION AND BIBLE

71. Philosophy of the Christian Religion

THREE HOURS

The Christian view of the nature of God, of man and of the world, including the significance of revelation and the person and work of Jesus Christ. Prerequisites: Bible 21, 22, introductory course in Philosophy and Junior standing.

VOOGD, KRUTHOF, VANDER LUGT

75. Philosophy of Religion

THREE HOURS

Inquiry into the nature and functions of religion in various cultures; the logic of religious belief; the nature of religious discourse; the relations between religious world-views and their alternatives. Prerequisites: Introduction to Philosophy and Junior standing. Same as Philosophy 75.

JENTZ FIRST SEMESTER

81. Seminar

THREE HOURS

A study in depth of a specific area of Biblical literature, theology or Church history. Course designed to develop the student's capabilities for individual research and the use of primary sources. Course for Religion majors only and to be taken in the Senior year.

STAFF

RELIGIOUS EDUCATION

MR. HILMERT

The courses in Religious Education are designed primarily to train young people of purpose and concentration to fit themselves for lay positions in the church. They are professional courses aiming to enable the student to apply his knowledge of the Bible and religion and other allied fields to his specific vocational tasks.

For students who are interested in preparing for some special area of church work, a Bachelor of Arts degree with an appropriate major or composite major plus the professional courses in Religious Education is recommended. The major will vary according to special interests and needs. See pages 122 and 123 for a more complete description of special course programs for those planning to enter church work.

SPECIAL STUDENTS: Students who are interested in preparing themselves for a special area of church work, but who do not plan to follow the general course requirements for a Bachelor's degree, may register as special students and elect studies in which they have a specific interest. Such students must manifest superior personal and spiritual qualities in order to be admitted to this program. They should consult with the director of Religious Education and work out with him a course schedule to fit their needs.

33. Principles of Religious Education

THREE HOURS

The processes and outcomes of religious education based on an understanding of the psychology of religious experience and the principles of human development. Prerequisite: introductory course in Psychology or consent of the instructor.

FIRST SEMESTER

RELIGIOUS EDUCATION

34. Principles of Religious Education

THREE HOURS

The curriculum, methods, materials, organizational patterns, and administrative problems of religious education in the local church. Prerequisite: Religious Education 33 or consent of the instructor.

SECOND SEMESTER

36. Religious Drama

TWO HOURS

Same as Speech 36.

FIRST SEMESTER

52. The Church's Mission

TWO HOURS

The mission of the church in all lands, its history, problems and present situation, with special emphasis on the contribution of the Reformed Church in America to the total program of the church. Alternate years, 1965-66.

SECOND SEMESTER

54. Personal Counseling

TWO HOURS

The principles and techniques of helping people with emotional and spiritual problems on a non-professional level. This involves some understanding of the dynamics of individual behavior and the psychological interpretation of the religious process.

SECOND SEMESTER

56. Recreational Leadership

TWO HOURS

Same as Physical Education 54. (Community Recreation).

SECOND SEMESTER

61. Group Leadership

TWO HOURS

The dynamics underlying member-participation and the role of the leader in small groups, with special application to classroom procedures and with emphasis on the personal growth and therapeutic value of group process. Principles studied are valid for all groups. Conducted as a workshop. Alternate years, 1965-66.

FIRST SEMESTER

77. Music of the Church

TWO HOURS

Same as Music 77.

FIRST SEMESTER

ROMANCE LANGUAGES

MR. PERRY, CHAIRMAN

MAJOR (in either French or Spanish): for students who begin their study of French (Spanish) at Hope College with course 11 or 12: 27 credit hours of courses numbered 31 and above; 3 of these credit hours

ROMANCE LANGUAGES

must be chosen from courses numbered 72 or above. For all others: 24 credit hours of courses numbered 51 and above; 8 of these credit hours must be selected from courses numbered 72 or above. French (Spanish) 66 or Linguistics 64 are required of all majors. Those planning to go on to graduate school are strongly urged to take at least 14 credit hours of courses numbered 72 or above.

It is recommended that students who intend to teach French in secondary school choose a teaching minor in Spanish, German, or Latin, and that those who plan to teach Spanish select French, Latin, or German as their teaching minor.

French

MR. PERRY, MRS. FEYT, MISS MEYER

11. Elementary French (I)

FOUR HOURS

Pronunciation, grammar, and reading, with audio-lingual practice in classroom and laboratory. For students with no previous study of French.

FEYT, STAFF FIRST SEMESTER

12. Elementary French (II)

FOUR HOURS

A continuation of French 11. Prerequisite: French 11 or equivalent, or one year high-school French.

FEYT, STAFF SECOND SEMESTER

31. Intermediate French (I)

FOUR HOURS

A review of pronunciation and grammar; intensive and extensive reading; dictation, conversation, and composition. Prerequisite: French 12 or equivalent, or two years high-school French.

FEYT, STAFF FIRST SEMESTER

32. Intermediate French (II)

FOUR HOURS

Readings in French literature, history, and culture. Conversation and composition, with required supplementary reading. Prerequisite: French 31 or equivalent, or three years high-school French.

FEYT, STAFF SECOND SEMESTER

51. French Civilization (I)

TWO HOURS

A study of French civilization from the Middle Ages through the seventeenth century. Readings and class discussions in French. Required of French majors. Prerequisite: French 32 or equivalent, or four years of high-school French.

STAFF FIRST SEMESTER

52. French Civilization (II)

TWO HOURS

A study of French civilization from the eighteenth century to the present time. Readings and class discussions in French. Required of French majors. Prerequisite: French 51 or equivalent.

STAFF SECOND SEMESTER

ROMANCE LANGUAGES

53. Survey of French Literature (I)

THREE HOURS

A study of French literature from the Middle Ages through the seventeenth century. Readings and class discussions in French. Required of French majors. Prerequisite: French 32 or equivalent, or four years high school French.

STAFF FIRST SEMESTER

54. Survey of French Literature (II)

THREE HOURS

A study of French literature from the eighteenth century to the present time. Readings and class discussions in French. Required of French majors. Prerequisite: French 53 or equivalent.

STAFF SECOND SEMESTER

61. Advanced Grammar and Composition (I)

TWO HOURS

A comprehensive study of French grammar, with advanced composition, and class discussions in French. Required of French majors. Prerequisite: French 32 or equivalent, or four years high school French.

STAFF FIRST SEMESTER

62. Advanced Grammar and Composition (II)

TWO HOURS

A continuation of French 61. Required of French majors. Prerequisite: French 61 or equivalent.

STAFF SECOND SEMESTER

66. Pronunciation and Intonation

TWO HOURS

An advanced laboratory course with systematic exercises and drill in French pronunciation and intonation. Prerequisite: French 32 or equivalent, or four years high school French. Alternate years, 1966-1967.

FEYT SECOND SEMESTER

72. 17th Century French Literature

THREE HOURS

French Classicism in the Golden Age: Descartes, Pascal, Corneille, Racine, Moliere, LaFontaine, and other writers. Readings and class discussions in French. Prerequisite: French 52 and 54, or the equivalent. Alternate years, 1965-1966.

PERRY SECOND SEMESTER

74. 18th Century French Literature

THREE HOURS

French thought as reflected in the literature of the Age of Enlightenment: Montesquieu, Voltaire, Rousseau, Diderot, Marivaux, Beaumarchais, and other writers. Readings and class discussions in French. Prerequisite: French 52 and 54, or the equivalent. Alternate years, 1966-1967.

PERRY SECOND SEMESTER

ROMANCE LANGUAGES

75. 19th Century French Literature

THREE HOURS

The development of the Romantic movement in drama, poetry, and fiction; the novel from Balzac to Anatole France; Parnassian poetry; the Realistic drama. Readings and class discussion in French. Prerequisite: French 52 and 54, or the equivalent. Alternate years, 1965-1966.

FEYT FIRST SEMESTER

77. 20th Century French Literature

THREE HOURS

The novel, drama, and poetry of the contemporary period: Proust, Gide, Claudel, Valery, Camus, Sartre, and other writers. Readings and class discussions in French. Prerequisite: French 52 and 54, or the equivalent. Alternate years, 1966-1967.

FEYT FIRST SEMESTER

84. Teaching of Modern Foreign Languages

Required for French teaching major. See Education 84.

91. Seminar in French Literature (I)

TWO HOURS

Study of a specific area of French literature, with preparation of a research paper based on one or more writers of this period. Readings and discussions in French. Prerequisite: French 52 and 54, or the equivalent, and consent of the department chairman. Alternate years, 1966-1967.

PERRY FIRST SEMESTER

92. Seminar in French Literature (II)

TWO HOURS

Study of a different area of French literature, with preparation of a research paper based on one or more writers of this period. Readings and discussions in French. Prerequisite: French 52 and 54, or the equivalent, and consent of the department chairman. Alternate years, 1965-1966.

FEYT SECOND SEMESTER

Linguistics

64. Introduction to Descriptive Linguistics

TWO HOURS

An introduction to the science of descriptive linguistics, with a consideration of problems and methods of the phonemic, morphemic, and syntactical analysis of languages. Conducted in English. Prerequisite: for French (Spanish) majors: French (Spanish) 32 or equivalent, or four years high school French (Spanish). For all other students: Junior standing. Alternate years, 1966-1967.

H. WELLER SECOND SEMESTER

Spanish

MR. H. WELLER, MR. RALPH, STAFF

11. Elementary Spanish (I)

FOUR HOURS

Pronunciation, grammar, and reading, with audio-lingual practice in classroom and laboratory. For students with no previous study of Spanish.

RALPH, STAFF FIRST SEMESTER

ROMANCE LANGUAGES

12. Elementary Spanish (II)

FOUR HOURS

A continuation of Spanish 11. Prerequisite: Spanish 11 or equivalent, or one year high school Spanish.

RALPH, STAFF SECOND SEMESTER

31. Intermediate Spanish (I)

FOUR HOURS

A review of pronunciation and grammar; intensive and extensive reading; dictation, conversation, and composition. Prerequisite: Spanish 12 or equivalent, or two years high school Spanish.

H. WELLER, STAFF FIRST SEMESTER

32. Intermediate Spanish (II)

FOUR HOURS

Readings in Hispanic literature, history, and culture. Conversation and composition, with required supplementary reading. Prerequisite: Spanish 31 or equivalent, or three years high school Spanish.

H. WELLER, STAFF SECOND SEMESTER

51. Hispanic Civilization (I)

TWO HOURS

A study of Hispanic civilization from the Middle Ages through the seventeenth century. Readings and class discussions in Spanish. Required of Spanish majors. Prerequisite: Spanish 32 or equivalent, or four years high school Spanish.

RALPH, STAFF FIRST SEMESTER

52. Hispanic Civilization (II)

TWO HOURS

A study of Hispanic civilization from the eighteenth century to the present time. Readings and class discussions in Spanish. Required of Spanish majors. Prerequisite: Spanish 51 or equivalent.

H. WELLER, STAFF SECOND SEMESTER

53. Survey of Hispanic Literature (I)

THREE HOURS

A study of Hispanic literature from the Middle Ages through the seventeenth century. Readings and class discussions in Spanish. Required of Spanish majors. Prerequisite: Spanish 32 or equivalent, or four years high school Spanish.

H. WELLER, STAFF FIRST SEMESTER

54. Survey of Hispanic Literature (II)

THREE HOURS

A study of Hispanic literature from the eighteenth century to the present time. Readings and class discussions in Spanish. Required of Spanish majors. Prerequisite: Spanish 53 or equivalent.

STAFF SECOND SEMESTER

61. Advanced Grammar and Composition (I)

TWO HOURS

A comprehensive study of Spanish grammar, with advanced composition, and class discussions in Spanish. Required of Spanish majors. Prerequisite: Spanish 32 or equivalent, or four years high school Spanish.

RALPH FIRST SEMESTER

ROMANCE LANGUAGES

62. Advanced Grammar and Composition (II)

TWO HOURS

A continuation of Spanish 61. Required of Spanish majors. Prerequisite: Spanish 61 or equivalent.

RALPH SECOND SEMESTER

66. Pronunciation and Intonation

TWO HOURS

An advanced laboratory course with systematic exercises and drill in Spanish pronunciation and intonation. Prerequisite: Spanish 32 or equivalent, or four years high school Spanish. Alternate years, 1965-1966.

H. WELLER SECOND SEMESTER

72. Spanish Drama and Poetry of the Golden Age

THREE HOURS

Dramatic works of Lope de Vega, Ruiz de Alarcon, Tirso de Molina, Calderon de la Barca, and others; poetic work of the mystics, Herrera, Fray Luis de Leon, Gongora, Quevedo, and others. Readings and class discussions in Spanish. Prerequisite: Spanish 52 and 54, or the equivalent. Alternate years, 1965-1966.

H. WELLER SECOND SEMESTER

74. Spanish Prose of the Golden Age

THREE HOURS

The picaresque minor genres of the novel, Cervantes, the short novel; history and essay; La Celestina. Readings and class discussions in Spanish. Prerequisite: Spanish 52 and 54, or the equivalent. Alternate years, 1966-1967.

H. WELLER SECOND SEMESTER

75. 19th Century Spanish Literature

THREE HOURS

Romanticism and realism in prose and poetry, with special emphasis on the theater and the development of the regional novel. Readings and class discussions in Spanish. Prerequisite: Spanish 52 and 54, or the equivalent. Alternate years, 1965-1966.

STAFF FIRST SEMESTER

77. Contemporary Spanish Literature

THREE HOURS

The Generation of 1898, and the contemporary novel, drama, and poetry. Readings and class discussions in Spanish. Prerequisite: Spanish 52 and 54, or the equivalent. Alternate years, 1966-1967.

STAFF FIRST SEMESTER

79. Contemporary Spanish-American Literature

THREE HOURS

Beginning with an extensive study of Modernismo, this course includes the realistic novel in its various national expressions, and other important works of prose and poetry in the twentieth century. Readings and class discussions in Spanish. Prerequisite: Spanish 52 and 54, or the equivalent. Alternate years, 1965-1966.

H. WELLER FIRST SEMESTER

84. Teaching of Modern Foreign Languages

Required for Spanish teaching major. See Education 84,

ROMANCE LANGUAGES

91. Seminar in Hispanic Literature (I)

TWO HOURS

Study of a specific area of Hispanic literature, with preparation of a research paper based on one or more writers of this period. Readings and discussions in Spanish. Prerequisite: Spanish 52 and 54, or the equivalent, and consent of the department chairman. Alternate years, 1966-1967.

H. WELLER FIRST SEMESTER

92. Seminar in Hispanic Literature (II)

TWO HOURS

Study of a different area of Hispanic literature, with preparation of a research paper based on one or more writers of this period. Readings and discussions in Spanish. Prerequisite: Spanish 52 and 54, or the equivalent, and consent of the department chairman. Alternate years, 1965-1966.

RALPH SECOND SEMESTER

RUSSIAN

11. Elementary Russian (I)

FOUR HOURS

Pronunciation, grammar, and reading, with audio-lingual practice in classroom and laboratory. For students with no previous study of Russian. Alternate years, 1966-1967.

PERRY FIRST SEMESTER

12. Elementary Russian (II)

FOUR HOURS

A continuation of Russian 11. Prerequisite: Russian 11 or equivalent, or one year high school Russian. Alternate years, 1966-1967.

PERRY SECOND SEMESTER

31. Intermediate Russian (I)

FOUR HOURS

A review of pronunciation and grammar; intensive and extensive reading; dictation, conversation, and composition. Prerequisite: Russian 12 or equivalent, or two years high school Russian. Alternate years, 1965-1966.

PERRY FIRST SEMESTER

32. Intermediate Russian (II)

FOUR HOURS

Readings in Russian literature, history, and culture. Conversation and composition, with required supplementary reading. Prerequisite: Russian 31 or equivalent, or three years high school Russian. Alternate years, 1965-1966.

PERRY SECOND SEMESTER

SOCIOLOGY

MR. HALL, CHAIRMAN; MR. CLELLAND, MR. MILLER

Sociology can be conceived of as the scientific study of behavior of individuals in interaction. It is scientific in method but not so advanced in well tested formulations as most other sciences. There is a well considered body of theory that constitutes the core of the discipline.

Knowledge of this theory, of its foundation, and of its limitations allows one to view individuals and society from the sociological perspective. It is the belief of sociologists that possessing this perspective allows one to better understand, predict and effect social situations.

Courses of instruction are offered which are designed to acquaint students with theory and its foundations beginning with the more general and simple and progressing to the more particular and complex. Offerings are designed to permit non-majors to explore particular fields of interest without becoming unduly burdened with other courses in Sociology. Nevertheless, in order that specific areas can be explored in some depth, a system of prerequisites from general sociology is mandatory.

Sociology majors are offered an orderly progression from general to particular and from reports of evidence to direct experience in experimental inquiry. The major program offers the opportunity to acquire depth in a particular field to go with the breadth of the general liberal arts education. It is the belief of the department that this depth can be achieved with a minimum of 24 hours in the department if an orderly progression is followed.

It is recommended that Psychology 15 be taken as a first course in behavioral science. Sociology 31 is the basic course of the department, required of all majors and a prerequisite for most other sociology. Sociology 32, 33, and 34 represent a family of courses at the second level of theory development. One course from this group is required for the major. It is recommended that a student wishing to major complete a 31-32, 31-33, or 31-34 sequence by the end of the sophomore year.

Sociology 54 is required of all majors and it is recommended that students plan to take this course first semester of the junior year. Mathematics 35 (Statistics) is a required course that does not count towards the 24 hour departmental major. It should be completed by the end of the junior year. If possible, anyone planning to go on to doctoral candidacy in Sociology should try to complete the mathematics sequence leading through Mathematics 55 and 56 as a preferred alternative.

Sociology 63, 66, 67, 73, 76 constitute a group of courses each of which involves a critical analysis of a specific field within Sociology. Majors are required to take at least one course from this group. These courses are recommended for junior and senior years.

Sociology 79 or 80 is required of all majors.

Courses in Biology, Psychology, Philosophy—particularly Philosophy 21 and 74 and 76—are recommended for all Sociology students.

31. Principles of Sociology

THREE HOURS

Examination of the categories and theories which make up the sociological perspective, the evidence which supports these theories and some ways in which the sociological perspective can aid in understanding social phenomena in the contemporary world. Required of all majors; Prior completion of Psychology 15 is recommended.

HALL, CLELLAND

SOCIOLOGY

32. Social Problems

THREE HOURS

Application of sociological theory to the understanding of selected social problems and use of empirical data from problem areas as a test of sociological theory. Prerequisite: Sociology 31.

CLELLAND SECOND SEMESTER

33. Social Institutions

THREE HOURS

Analysis of the basic institutional structures of societies. Prerequisite: Sociology 31.

CLELLAND FIRST SEMESTER

34. Criminology

THREE HOURS

The application of psychological, sociological, and biological theory to the problem of understanding crime causation and to the problems of crime prevention and offender rehabilitation. Prerequisites: Sociology 31.

HALL

41. Cultural Anthropology

THREE HOURS

The study of man as a culture bearing animal with emphasis on the time dimension of physical and cultural development, the processes of major cultural changes and cultural variability.

STAFF

54. Modern Sociological Theory — Seminar

FOUR HOURS

Analysis of contemporary sociological theory through the reading and discussion of the major works from which they have evolved and the subsequent reading and discussion of selected works of contemporary theorists. Prerequisite: Sociology 31 plus 3 hours of sociology; (required of Junior majors).

HALL FIRST SEMESTER

58. The Field of Social Work

TWO HOURS

A survey course for pre-professional social work students and those in allied fields — ministry, medicine, law, teaching, to whom an understanding of community resources is vital. History of social work, its scope and philosophy, and the fields of community organization, fund raising, group work, casework, corrections, and public welfare will be studied as functions of sociological phenomena and individual psychology. Prerequisites: Psychology 15, Sociology 31.

MILLER SECOND SEMESTER

59. Social Case Work

TWO HOURS

An introductory study of the basic elements of casework, its history, problems and services, basic principles and assumptions, interviewing methods, and the planful use of inter-personal relationships. Prerequisite: Sociology 58.

MILLER FIRST SEMESTER

63. Social Psychology

THREE HOURS

Same as Psychology 53.

DE HAAN FIRST SEMESTER

SOCIOLOGY

66. Social Differentiation

THREE HOURS

Theoretical models which attempt to describe the various systems of differentiation which persists in societies — i.e. class and status, power and prestige, race, ethnic identification, religious preference, etc. — with extensive use of empirical studies. Prerequisite: Sociology 31 plus 3 hours.

CLELLAND FIRST SEMESTER

67. Urban Community

THREE HOURS

Theories which explain relationships among urban phenomena, the evidence which supports them and their potential usefulness in guiding efforts to better achieve our social ideals in urban community. Prerequisite: Sociology 31 plus 3 hours.

CLELLAND SECOND SEMESTER

73. Social Change

THREE HOURS

Critical analysis of major theories which have proposed to explain social change and consideration of how they may help us understand the changes of our own time. Prerequisite: Sociology 31 plus 3 hours. (Prior completion of Sociology 41 strongly recommended).

HALL

76. The Family As a Social Group

THREE HOURS

Analysis of the family as a primary group relating the analysis to small group theory and socialization theory. Analysis will attempt to describe processes of nuclear family formation, family structure, function and elements of stability and instability. Prerequisite: Sociology 31 plus 3 hours.

HALL FIRST SEMESTER

79. Introduction to Experimental Methodology

THREE HOURS

Same as Psychology 57 with semester project carried out in group dynamics area and under joint supervision of class instructor and a representative of the sociology department. Prerequisite: Mathematics 35 (Statistics) plus nine hours of Sociology.

VAN EYL SECOND SEMESTER

80. Methods of Sociological Research

FOUR HOURS

A course dealing with a variety of research techniques available to the social scientists. An attempt will be made to evaluate the merits of each technique. Practical experience will be part of the course. Prerequisite: Mathematics 35 (Statistics) plus nine hours of Sociology.

CLELLAND SECOND SEMESTER

95-2.

95-3. Readings in Advanced Sociology

TWO OR THREE HOURS

Open to senior sociology majors with the consent of the department.

96-2.

96-3. Research in Advanced Sociology

TWO OR THREE HOURS

Open to senior sociology majors with the consent of the department.

SPANISH

See listing of Spanish courses under the heading of "Romance Languages."

SPEECH

MR. SCHRIER, CHAIRMAN; MR. MALCOLM, MR. MIKLE, MR. WEGTER

Courses in Speech may be compared to a tuning-fork, the handle represented by the basic courses 13 and 34, and the two prongs by courses in the so-called self-expressive and interpretive phases of speech. Anyone majoring in Speech is expected to acquire proficiency in both of the latter fields. A major in Speech consists of twenty-two semester hours in addition to Speech 13, and must include courses 14, 34, 37, 39, 53, 59, and either 52 or 54, and either 63 or 73. Any departures from these minimum requirements on account of special circumstances must receive approval of the major advisor.

13. Introduction to Liberal Studies B

Required of all freshman students. Consists of English, Philosophy and Speech. The course explores the basic human questions that every person faces and provides a rationale for the general college courses required at Hope College. English is the A semester, four credit hours; Philosophy and Speech constitutes the B semester, five credit hours. Both A and B sections are offered both semesters.

14. Introduction to the Theatre

TWO HOURS

Appreciation of the theatre, films, television, and their role in contemporary life. Consideration of theory and criticism, acting and directing and technical areas, primarily from the audience point of view. Prerequisite to Speech 41, 59 and 63.

MALCOLM BOTH SEMESTERS

34. Public Speaking

TWO HOURS

Course following the classical outline of public speaking with emphasis on Invention, Arrangement, Style, Memory, and Delivery. Stress placed upon the kinds of delivery with special emphasis on extempore speaking. Preparation for extempore contests sponsored by the college. Speech composition studied. Assistance with vocal training where needed.

MIKLE

36. Religion and Drama

TWO HOURS

A study of Greek, medieval, and modern drama focusing on their religious origins. The purpose of the course is to discover how man's view of himself and the world in each period, complements, corrects, or contrasts with a Christian aesthetic. Prerequisite: Speech 14 or permission of the instructor.

MALCOLM SECOND SEMESTER

37. Interpretation

TWO HOURS

The theory and practice of oral reading. Analysis of literature and practice in the techniques of oral communication of intellectual, emotional, and aesthetic values.

WEGTER, MALCOLM BOTH SEMESTERS

SPEECH

39. Argumentation and Debate

THREE HOURS

The underlying principles of debating and argumentation. Classroom debates upon current topics. Briefings, techniques of securing conviction studied and applied.

MIKLE FIRST SEMESTER

41. History of the Theatre

THREE HOURS

The development of dramatic literature and theatre from its origin to Ibsen. Particular attention is given to the relationship of historical factors to contemporary theatrical production.

MALCOLM FIRST SEMESTER

52. Group Discussion

THREE HOURS

Principles and methods of discussion and conference. Practical application of the types of discussion with emphasis on the panel and symposium. Reflective thinking, leadership, and group cohesiveness in a group situation are emphasized.

MIKLE SECOND SEMESTER

53. Persuasion

THREE HOURS

An advanced speech course with major emphasis upon speech composition and audience psychology; discussions on collecting and preserving material, organization and adaptation of speeches; study of the impelling motives and factors of attention; group and crowd behavior. Required for pre-seminary students. Prerequisite: Speech 34 or 37, or permission of the instructor.

SCHRIER FIRST SEMESTER

54. Forms of Public Address

THREE HOURS

Courtesy and goodwill speeches, eulogies, the radio speech, after-dinner speeches, the commencement speech, and speeches for special occasions. Analysis of models. Prerequisite: Speech 34 or permission of the instructor.

SCHRIER SECOND SEMESTER

55. Intercollegiate Forensics

TWO HOURS

An intensive study of the national debate question and general areas for extempore speaking. This course is intended for those who are on the college debate and extempore speaking squads. Emphasis is placed on research, analysis, preparation of briefs, and different forms of debate. Prerequisite: Speech 39, and one year on debate squad.

MIKLE EITHER SEMESTER

56. Intercollegiate Forensics

TWO HOURS

Prerequisite: Speech 39 and two years on college debate squad or one year of extempore speaking experience.

MIKLE EITHER SEMESTER

59. Theatre Production I

THREE HOURS

A study of the technical elements involved in theatrical production essentially from the educational theatre standpoint. Theory and practice in the elements of staging, costuming, stage lighting, make-up, scene design, properties and sound. Prerequisite: Speech 14 or permission of the instructor.

WEGTER FIRST SEMESTER

SPEECH

63. Theatre Production II

THREE HOURS

A study of directing for the educational theatre. A basic course in the rudiments of the director's art and responsibility in theatrical production. Theory and practice. Prerequisites: Speech 14, 59, or permission of the instructor.

MALCOLM SECOND SEMESTER

71. Oratory

TWO HOURS

Preparation in the research, composition, and delivery of orations for the local and intercollegiate oratorical contests sponsored by the college. Analysis of models. Prerequisite: permission of instructor.

SCHRIER FIRST SEMESTER

73. Public Recital

THREE HOURS

Special problems in the interpretation of prose, poetry and drama with the aim of planning and presenting materials for public recital. Credit given only after satisfactory public performances. Prerequisite: Speech 37.

WEGTER SECOND SEMESTER

75. Advanced Problems in Theatre Direction

TWO HOURS

This seminar gives opportunity to students who wish to study more intensively the field of play direction. It is designed to achieve the development of the rudimentary techniques and procedures of direction. The student will undertake research study in these fields and will evidence his proficiency through successful direction of a public performance. This seminar may be elected only once, and application must be made the year before election. Prerequisites: Speech 14, 41, 59, 63 and permission of the instructor. Given on request.

MALCOLM

76. Advanced Problems in Theatre Production

TWO HOURS

This seminar gives opportunities to the students who wish to study more intensively the fields of theatre other than direction. It is designed to achieve the development of the rudimentary techniques and procedures of these areas of play production. The student will undertake research study in the chosen area, and will evidence his proficiency through successful execution in public performance. This seminar may be elected only once, and application must be made the year before election. Prerequisites: Speech 14, 41, 59, 63 and permission of the instructor. Given on request.

WEGTER

88. The Teaching of Speech

TWO HOURS

Procedures, materials and methods for conducting the varied activities required of a speech teacher such as conducting classes, directing dramatics and forensics, evaluation of texts, assignments, and types of examinations. Same as Education 88. Prerequisite: A minor in Speech. Every other year.

STAFF SECOND SEMESTER

SECTION II-B

Suggested Programs of Study

| | |
|-------------------------------------|-----|
| NORMAL COLLEGE PROGRAM— | |
| FIRST TWO YEARS | 118 |
| BIOLOGY | 119 |
| BUSINESS AND ECONOMICS | 120 |
| CHEMISTRY | 121 |
| CHRISTIAN MINISTRY | 122 |
| CHURCH WORK | 122 |
| DENTISTRY | 123 |
| DIPLOMATIC AND GOVERNMENT SERVICE . | 123 |
| ENGINEERING | 124 |
| HOME AND FAMILY LIVING | 125 |
| JOURNALISM | 126 |
| LAW | 126 |
| LIBRARIANSHIP | 126 |
| MEDICAL TECHNOLOGY | 127 |
| MEDICINE | 128 |
| MUSIC | 128 |
| NURSING | 129 |
| SOCIAL WORK | 130 |
| TEACHING—COLLEGE | 130 |
| —SECONDARY SCHOOL | 131 |
| —ELEMENTARY SCHOOL | 132 |

Suggested Programs of Study

The liberal arts college is designed to help students live more adequately, and this aim includes preparation for effective and constructive service in a vocation. All of the study that a student does in college can have significant vocational value. In fact industry and business, professional schools, and government agencies are increasingly emphasizing the importance of a broad base of liberal art subjects as the most significant vocational preparation an undergraduate college can give. However, in the present age of technology and specialization, there is need for some intelligent pointing of the student's program toward a field of vocational activity. Furthermore, the college curriculum is planned to include some courses which give specific professional training for vocations in which the collegiate years are the final period of preparation.

On the succeeding pages are found a number of recommended course programs carefully designed to give the best preparation for students planning on going directly into some vocation or profession or on entering professional schools. The requirements for entrance into professional schools vary so widely that students interested in a special field should consult professional school catalogs as early in their college career as possible. To assist the student in working out this undergraduate program, a number of faculty members with special interests and knowledge have been appointed to serve as vocational advisors. Students are encouraged to bring their inquiries to these advisors. In addition, the college maintains extensive files of career pamphlets and other vocational information in the college library.

The following vocational areas have special advisors, and suggested programs of study for them are separately described in the ensuing pages.

Vocational Advisors

Business and Economics —

Mr. Yntema, Mr. Klaasen

Chemistry (Industrial and

Research) — Mr. Brink

Christian Ministry —

Mr. Voogd, Mr. Ponstein

Church Work — Mr. Hilmert

Dentistry — Mr. Kleinheksel

Diplomatic and Government

Service — Mr. van Putten,

Mr. Vanderbush

Engineering — Mr. Folkert

Home and Family Living —

Mrs. Van Eenenaam

Journalism — Mr. Brand

Law — Mr. van Putten

Librarian — Mr. May

Medicine — Mr. Rieck

Medical Technology —

Mr. Crook

Music — Mr. Cavanaugh

Nursing — Mr. Crook

Teaching

Elementary School —

Mr. Dirkse

Secondary School —

Mr. Ver Beek

College — Mr. Hollenbach or

department chairman

Normal College Program — First Two Years

In general the first two years of college are devoted primarily to exploration of the various fields of study, as indicated by the all-college requirements. The normal pattern of courses for the freshman and sophomore years is indicated here. For certain pre-professional or professional programs, this pattern may need to be modified.

Suggested Programs of Study

Freshman Year

| Subject | Semester | | Hours |
|---|----------|-------|-------|
| | 1st | 2nd | |
| Liberal Studies | 4(5) | 5(4) | |
| Bible 21 | 3 | | |
| Math or Science (courses num- bered below 30) | 3-4 | 3-4 | |
| Foreign Language 11, 12 or 31, 32 | 4 | 4 | |
| Physical Education | 1 | 1 | |
| Electives (from courses num- bered below 30) | | 2 | |
| | 15-16 | 15-16 | |

Students planning on majoring in Business Administration or Music, or Preparing for Engineering, Medicine, Nursing, or Elementary Teaching should consult the special curricular programs suggested on the following pages.

Sophomore Year

| Subject | Semester | | Hours |
|---|----------|-----|-------|
| | 1st | 2nd | |
| English 31, 32 | 3 | 3 | |
| Bible (1st or 2nd sem.) | 3 | | |
| Social Science | | 3 | |
| Foreign Language 31, 32 (for those who took 11, 12 in Freshman year) | 4 | 4 | |
| Electives (from courses numbered below 50) | 6 | 6 | |
| | 16 | 16 | |

By the end of the Sophomore year Group II requirements (see page 38) should be completed. Recommended courses for fulfilling this requirement: History 15, 16; 33, 34; Economics 31, 32; Sociology 31, 32; Pol. Science 11; Philosophy 11, 21.

During the Sophomore year, student should take at least one year-course in the field in which he is planning to major.

Biology

Biology Major leading to possible graduate work.—The biology major calls for 25 hours in biology, 3 hours in Philosophy 73, and second year proficiency in foreign language. No minors are recognized and it is not possible to declare a double major.

This proposed schedule is only one possible way of arranging these courses. It does consider all required or recommended courses and their proper sequences. In rearranging the schedule to meet individual needs, keep the following in mind:

Freshman Year

| Subject | Semester | | Hours |
|-----------------------------|----------|-----|-------|
| | 1st | 2nd | |
| Intro. Liberal Studies | 5 | 4 | |
| Biology 15, 16 | 4 | 4 | |
| Chemistry 13, 14 | 4 | 4 | |
| Cult. Heritage (History) | 3 | | |
| Bible | | 3 | |
| Physical Education | 1 | 1 | |
| | 17 | 16 | |

- a. Elective biology courses will be chosen in light of the special interests of the student, but should start with Biol. 15, 16.
- b. Latin should not be chosen as a foreign language. First choice would be German, with French or Russian second.

Suggested Programs of Study

- c. An effort should be made to take Biol. 91 in the senior year.
- d. The chemistry, math. and physics courses are not required but are strongly recommended. Math. 46 could be omitted if necessary.

Sophomore Year

| Subject | | Semester | Hours |
|---------------------------------|--|-------------|----------|
| | | 1st | 2nd |
| Mathematics 26, 45 | | 4 | 5 |
| Cult. Heritage (Eng. 31, 32) | | 3 | 3 |
| Bible | | | 3 |
| Biology | | 4-5 | |
| Chemistry 33, 34 | | 5 | 5 |
| | | <hr/> 16-17 | <hr/> 16 |

Junior Year

| Subject | | Semester | Hours |
|-----------------------------------|--|----------|----------|
| | | 1st | 2nd |
| Foreign Languages | | 4 | 4 |
| Mathematics 46 | | 5 | |
| Cultural Heritage (Art, Music) | | | 3 |
| Social Science (Psych. Soc.) | | 3 | |
| Biology/Electives | | 4 | 9 |
| | | <hr/> 16 | <hr/> 16 |

Senior Year

| Subject | | Semester | Hours |
|--------------------------------------|--|----------|----------|
| | | 1st | 2nd |
| Senior Bible | | | 3 |
| Philosophy 73 | | 3 | |
| Physics 33, 34 | | 5 | 5 |
| Social Science (Econ., Pol. Sci.) | | | 3 |
| Biology/Electives | | 8 | 5 |
| | | <hr/> 16 | <hr/> 16 |

Business and Economics

The following program is suggested for students interested in a general business major. It is designed to provide basic training in business and related economics, yet it leaves a block of electives for special interests of students. The general elective pattern should have the approval of the department chairman.

Freshman Year

| Subject | | Semester | Hours |
|---------------------------|--|-------------|-------------|
| | | 1st | 2nd |
| Liberal Studies | | 4(5) | 5(4) |
| Bible 21 | | | 3 |
| Foreign Language | | 4 | 4 |
| Math 15, 26, or 23, 24 | | 4-3 | 4-3 |
| Physical Education | | 1 | 1 |
| Electives | | 2 | |
| | | <hr/> 15-16 | <hr/> 16-17 |

Sophomore Year

| Subject | | Semester | Hours |
|----------------------------------|--|----------|----------|
| | | 1st | 2nd |
| English 31, 32 | | 3 | 3 |
| Bible 22 | | 3 | — |
| Psychology 15 or Sociology 31 | | — | 3 |
| Economics 31, 32 | | 3 | 3 |
| Bus. Ad. 31, 32 | | 3 | 3 |
| Foreign Language or electives | | 4 | 4 |
| | | <hr/> 16 | <hr/> 16 |

Suggested Programs of Study

Junior Year

| Subject | Semester 1st | Hours 2nd |
|--|-----------------|--------------|
| Bus. Ad. 53, 56 | 3 | 3 |
| Bus. Ad. 61 | 3 | |
| Math. 35 | 3 | |
| Econ. 62 | | 2 |
| Econ. 52 | | 3 |
| English 51 | 2 | |
| Pol. Science 11 | | 3 |
| Electives (in keeping with general re- quirements) | 5 | 5 |
| | <hr/> 16 | <hr/> 16 |

Senior Year

| Subject | Semester 1st | Hours 2nd |
|--|-----------------|--------------|
| Bus. Ad. 54 | | 3 |
| Bus. Ad. 72 | | 3 |
| Econ. 51 | 3 | |
| Bus. Ad. 73 | 2 | |
| Senior Bible | | 3 |
| Electives (in keeping with general re- quirements) | 11 | 7 |
| | <hr/> 16 | <hr/> 16 |

The suggested curriculum for students majoring in economics is the same in the freshman and sophomore years as for business administration majors, outlined above. Courses to be taken in the junior and senior years are indicated below. The number of electives is sufficient to permit considerable concentration along such ancillary line, or lines, as the student may wish to follow.

Junior Year

| Subject | Semester 1st | Hours 2nd |
|--|-----------------|--------------|
| Economics 51 | 3 | |
| Economics 52 | | 3 |
| Math. 35 | 3 | |
| Economics 62 | | 2 |
| Economics 71 or 73 | 3 | |
| Economics 72 or 74 | | 3 |
| Pol. Science 11 | 3 | |
| Electives (in keeping with general re- quirements) | 4 | 8 |
| | <hr/> 16 | <hr/> 16 |

Senior Year

| Subject | Semester 1st | Hours 2nd |
|--|-----------------|--------------|
| Senior Bible | | 3 |
| Economics 71 or 73 | 3 | |
| Economics 72 or 74 | | 3 |
| Economics 76 | 3 | |
| Electives (in keeping with general re- quirements) | 10 | 10 |
| | <hr/> 16 | <hr/> 16 |

Electives should be chosen with the approval of the chairman of the department.

Chemistry

Freshman Year

| Subject | Semester 1st | Hours 2nd |
|------------------------------------|-----------------|--------------|
| Chemistry 13, 14 | 4 | 4 |
| Introduction to Liberal Studies | 4(5) | 5(4) |
| Math 15, 26 | 4 | 4 |
| Bible | 3 | 3 |
| Physical Education 1 | 1 | 1 |
| | <hr/> 16(17) | <hr/> 17(16) |

Sophomore Year

| Subject | Semester 1st | Hours 2nd |
|-------------------|-----------------|--------------|
| Chemistry 33, 34 | 5 | 5 |
| Physics 33, 34 | 5 | 5 |
| Math 45 | 5 | |
| Chemistry 32 | | 4 |
| Cultural Heritage | | 3 |
| | <hr/> 15 | <hr/> 17 |

Suggested Programs of Study

Junior Year

| Subject | Semester Hours | |
|------------------|----------------|-----|
| | 1st | 2nd |
| Chemistry 53, 54 | 4 | 4 |
| Math 46 | 5 | |
| German 11, 12 | 4 | 4 |
| English 31, 32 | 3 | 3 |
| Chemistry 62 | | 4 |
| Chemistry 75 | | 1 |
| | — | — |
| | 16 | 16 |

Senior Year

| Subject | Semester Hours | |
|-------------------|----------------|-----|
| | 1st | 2nd |
| Chemistry 81 | 3 | |
| Chemistry 83 | 3 | |
| German 31, 32 | 4 | 4 |
| Social Science | 3 | 3 |
| Cultural Heritage | 3 | |
| Senior Bible | | 3 |
| Elective or | | |
| Chemistry 84 | | 3 |
| Chemistry 91 | | |
| (either semester) | 1 | 1 |
| Chemistry 100 | | |
| or Elective | | 3 |
| | — | — |
| | 17 | 17 |

Christian Ministry

A specially devised college program for pre-seminary students has been prepared by the Religion and Bible Department. The program embraces substantial blocks of study in all areas recommended by the American Association of Theological Schools. This includes Religion and Bible, Language, English, Philosophy, Psychology, History and Speech. In addition single courses which will be of peculiar value to ministerial students, such as Music of the Church, Business Administration and Religious Education, have been integrated into the curricular pattern.

Students contemplating the Christian Ministry are advised to consult the chairman of the Religion and Bible Department concerning this program and other alternative possibilities in the college curriculum.

Church Work

There are many positions for lay workers in the church that require a sound college educational program. The need for directors of religious education, directors of music, directors and teachers of week-day schools of religion, church secretaries and lay leaders in home and foreign missions is growing.

For students who are interested in preparing for some special area of church work a Bachelor of Arts degree program with an appropriate major or composite major is recommended. The majors may vary according to special interests and needs. Some of the possibilities are as follows:—

1. A composite major with the largest core in religion. This is a minimum block of 44 semester hours:
 - a. Twenty hours in the department of Bible and Religion (including courses 61, 62).
 - b. Twelve hours in Religious Education (including courses 33, 34 and 54 or 61).
 - c. Eight hours of approved Philosophy courses.
 - d. Psychology 36 and 38.

Suggested Programs of Study

2. It is possible to build a program leading to certification for public school teaching plus twelve hours of basic courses in Religious Education. Such a program will enable a student to qualify either as an assistant in Religious Education or for a program of graduate study leading to an M.R.E. degree.
3. For prospective ministers of music, a major in applied music plus twelve hours of Religious Education.
4. A major in religion, psychology, philosophy, or sociology, plus twelve hours in Religious Education.

Students interested in this field should consult the chairman of the religious education department to plan their programs.

SPECIAL STUDENTS: Students who are interested in preparing themselves for a special area of church work, but who do not plan to follow the general course requirements for a Bachelor's degree, may register as special students and elect those studies in which they have a specific interest. Such students must manifest superior personal and spiritual qualities in order to be admitted to this program. They should consult the director of Religious Education and work out with him a course schedule to fit their needs.

Dentistry

Students who complete the first three years of a pre-medical course will regularly be admitted to a College of Dentistry. It is advisable for the student to select his school of dentistry as soon as possible in order to prepare for the specific requirements of the dental school of his choice.

Most pre-dental students find it advisable to complete either a three-or-four-year college program for entrance into the Dental School of their choice. See the four-year pre-medical curriculum.

Students who plan to attend Hope College only two years for pre-dental study should consult with the pre-dental advisor.

Consult with the pre-dental advisor concerning the Dental Aptitude Test required of all pre-dental students.

Diplomatic and Government Service

Students desiring to enter the Foreign Service or some other area of government work should concentrate primarily in the social sciences. Courses in American history, political science, economics, and business administration are recommended for persons intending to go into public administration. Those students who desire to enter the Foreign Service should become proficient in at least one language and should seek as broad a knowledge as possible in history, economics, political science and English.

The major should be in History, Political Science or Economics. The basic courses in each of these fields should be taken in the freshman and sophomore years, if possible, and should include History 15, 16, 33, 34; Political Science 11 and 42; Economics 31, 32; and Business Administration 31, 32.

Suggested Programs of Study

Engineering

Students interested in a pre-engineering course should have completed the following in high school: three semesters of algebra and two semesters of geometry with some solid geometry included. Assuming the above complete, the suggested program is as follows:

A. Four-year pre-engineering course with A.B.

Freshman Year

| Subject | Semester 1st | Hours 2nd |
|--------------------|-----------------|--------------|
| Liberal Studies | 4(5) | 5(4) |
| Mathematics 15, 26 | 4 | 4 |
| Mathematics 21, 41 | 3 | 3 |
| Chemistry 13, 14 | 4 | 4 |
| Physical Education | 1 | 1 |
| | <hr/> 16(17) | <hr/> 17(16) |

Sophomore Year

| Subject | Semester 1st | Hours 2nd |
|--------------------|-----------------|--------------|
| Cultural Heritage† | 3 | 3 |
| Mathematics 45, 46 | 5 | 5 |
| Physics 33, 34 | 5 | 5 |
| Bible 21 | 3 | |
| Social Science* | | 3 |
| | <hr/> 16 | <hr/> 16 |

Junior Year

| Subject | Semester 1st | Hours 2nd |
|------------------|-----------------|--------------|
| Math. 51 | | 3 |
| Math. 55** | 3 | |
| Physics 53, 54 | 3 | 3 |
| Foreign Language | 4 | 4 |
| Economics 31, 32 | 3 | 3 |
| Physics 63** | 3 | |
| Bible 22 | | 3 |
| | <hr/> 16 | <hr/> 16 |

Senior Year

| Subject | Semester 1st | Hours 2nd |
|------------------------|-----------------|--------------|
| Mathematics 65**, 66** | 3 | 3 |
| Foreign Language | 4 | 4 |
| Physics 61, 62 | 3 | 3 |
| Senior Bible | | 3 |
| Cultural Heritage†† | 3 | 3 |
| Physics 71** | 4 | |
| | <hr/> 17 | <hr/> 16 |

†Literature

*Must be sociology or psychology

**Offered every other year. Check catalog to decide whether to elect during junior or senior year.

††One semester of history and one semester of music or art.

B. Two-year pre-engineering course. Same as that listed for the first two years of the four-year course above except that the Cultural Heritage sequence in the sophomore year should be replaced by Economics 31, 32.

The particular engineering school which the student plans to attend may have special requirements. The student should make these plans with his counselor.

Suggested Programs of Study

Home and Family Living

For many students one of the chief purposes of a college education is to help provide a foundation for establishing and maintaining a home and family. The home is a center of worship; it is an economic unit; it is an educational institution. It is the chief center of cultural and creative activity for most individuals. Furthermore it is a small community operating in successively larger communities of our modern society, both influencing that society and vitally affected by it. All the curricular offerings of a liberal arts college can help provide the basis for successful home and family living. Some of the courses, however, have more direct relevance for this end than others. Indicative of the courses that have such special pertinence are the following:

- A. For spiritual deepening:—courses in Religion and Bible, Philosophy, Literature, and Religious Education.
- B. For training as teacher-parents:—courses in Developmental Psychology, Education (Philosophy of Education, Educational Psychology), and Religious Education.
- C. For cultural growth and aesthetic creativity:—courses in Art, Music, Literature, Creative Writing, and Dramatics and Oral Interpretation.
- D. For breadth of understanding of the social environment:—courses in Political Science, Sociology, Anthropology, History, Philosophy, Economics, and Literature.
- E. For intelligent understanding of the human organism and the principles of health:—courses in Biology, and Psychology.

Many women students recognize a need for dual preparation: first, for immediate but temporary employment, and secondly, for the more permanent vocation of directing the life in the home and family. These students will undoubtedly select a major program which will help them meet their immediate vocational responsibility, but in the rounding out of their total curricular experience they should choose wisely and broadly from the fields listed above.

For the student who wishes to focus her college preparation around the vocation of the home, the following program is suggested.

- 1. Area of concentration, normally from the field of the Social studies.
- 2. Several courses aimed at aesthetic creativity to be taken from the areas of Art, Applied Music, Speech Interpretation or Dramatics, and Creative Writing.
- 3. Several courses in the fields of Education or Religious Education.
- 4. Biology 13, 14 and 35. (These courses may be used to complete the science requirement for graduation.)
- 5. Six semester hours of courses in the humanities beyond the all-college requirement. (Courses recommended are those in Philosophy, Religion, Literature—either in English or a foreign language—and Music or Art Appreciation.)

Suggested Programs of Study

Journalism

Because of the great variety of vocations in journalism, Hope College does not attempt to train the student specifically in the many diversified aspects of the field. News reporting, advertising, radio script writing, and other specialty writing have their particular techniques. However, skill with the written word and a broad knowledge are fundamental to success in any vocation in the field of journalism. Interested students are advised, therefore, to enroll in all the relevant writing courses offered: Advanced composition, creative writing, and fundamentals of journalism.

In addition, a broad study of the social sciences is highly recommended. A number of positions on the campus periodicals, the Hope College ANCHOR, the MILESTONE, and the OPUS, provide practical experience in editorial work.

Law

A recent report on pre-legal education emphasized these points: First, a thorough grounding in economics, government, and history is essential. Secondly, the ability to think straight and to write and speak in clear, forceful, attractive English is fundamental. Third, since law is neither to be studied nor to be practiced in a vacuum, the undergraduate should range as widely as possible in order to understand his environment — physical, physiological, psychological, social and ethical. Students desiring to enter the legal profession will find that most of the law schools do not prescribe a specific preprofessional program, but rather insist on a broad liberal arts background with emphasis upon courses that will help the student to attain the qualities listed above.

Practically speaking, then, the pre-law student would do well to choose as his area of concentration the social studies—economics, political science, or history. He should take a number of courses in writing. Finally, he should range widely in the arts and sciences.

Librarianship

Some professional library schools still require a bachelor's degree for admission, and all library schools stress a basic preparation of four years in a liberal arts college to ensure a well-rounded general education, but the trend is toward the introduction of courses in library science at the undergraduate level. The student who receives a bachelor's degree without courses in library science should plan on a full calendar year of study for a professional library degree. Practical experience in a library is highly desirable as a prerequisite. Highly recommended for undergraduate preparation are: a wide knowledge of literature, including American, English and World literature; a reading knowledge of two modern languages; courses in sociology, political science and psychology; survey courses in science.

Recent demands of the library profession for trained personnel would indicate that opportunities for types of service are almost unlimited but that the number of trained librarians is very limited.

Suggested Programs of Study

Positions in many types of libraries are open to library school graduates. Public, college and university, school, and special libraries offer a variety which make it possible to select the kind of work most congenial and best suited to the ability of the person. Students who wish to specialize in school library work should take the education courses required by the state accrediting agencies for teacher's certificates. Special librarianship calls for a rich background in the subject of particular interest.

Medical Technology

All schools for Medical Technology approved by the American Medical Association require at least 90 semester hours of college work, with a full degree program recommended by many of them. A minimum of 16 semester hours of chemistry, 16 semester hours of biology and 3 semester hours of mathematics are required. The curriculum that follows incorporates both requirements and recommendations as established by the A.M.A.

Information about specific schools can be obtained from: The Registry of Medical Technologists, Muncie, Indiana. The program in these schools runs for one year.

Freshman Year

| Subject | Semester 1st | Hours 2nd |
|-----------------|-----------------|--------------|
| Liberal Studies | 5 | 4 |
| Biol. 15, 16 | 4 | 4 |
| Bible | 3 | |
| For. Lang. | 4 | 4 |
| Phy. Ed. | 1 | 1 |
| Cult. Heritage | | 3 |
| | — | — |
| | 17 | 16 |

Sophomore Year

| Subject | Semester 1st | Hours 2nd |
|-----------------|-----------------|--------------|
| Chem. 13, 14 | 4 | 4 |
| Eng. 31, 32 | 3 | 3 |
| Cult. Heritage | 3 | |
| Bible | | 3 |
| Math. 15 or 35 | 4 | |
| Social Sciences | | 3 |
| Biology | 2 | 3 |
| | — | — |
| | 16 | 16 |

Junior Year

| Subject | Semester 1st | Hours 2nd |
|-------------------------|-----------------|--------------|
| Chem. 33, 34 | 5 | 5 |
| Social Sciences | 3 | |
| Biology or electives | 8 | 11 |
| | — | — |
| | 16 | 16 |

Senior Year

| Subject | Semester 1st | Hours 2nd |
|-------------------------|-----------------|--------------|
| Physics 15, 16 | 4 | 4 |
| Biology or electives | 12 | 12 |
| | — | — |
| | 16 | 16 |

Recommended Biology courses:

31—Bacteriology, 4 hrs. (alt. years)

32—Comparative Anatomy, 4 hrs.

53—Histology, 3 hrs.

61—Genetics, 2 hrs.

64—Adv. Physiology, 5 hrs. (senior year preferably)

72—Gen. Parasitology, 3 hrs. (alt. years)

Recommended Chemistry courses:

32—Quantitative Analysis, 4 hrs.

85—Biochemistry, 3 hrs.

Students may choose to major in either biology or chemistry. For biology, second-year proficiency in a foreign language and Philosophy 73 are required, plus 25 hrs. in biology.

Suggested Programs of Study

Medicine

The following four-year pre-medical curriculum has been made available to pre-medical students at Hope College for some time. It meets the most rigid requirements of medical schools.

Freshman Year

| Subject | Semester 1st | Hours 2nd |
|--------------------|-----------------|--------------|
| Chemistry 13, 14 | 4 | 4 |
| Liberal Studies | 4 | 5 |
| Foreign Language | 4 | 4 |
| Math 15 | 4 | |
| Bible | | 3 |
| Physical Education | 1 | 1 |
| | <hr/> 17 | <hr/> 17 |

Sophomore Year

| Subject | Semester 1st | Hours 2nd |
|------------------|-----------------|--------------|
| Chemistry 33, 34 | 5 | 5 |
| English 31, 32 | 3 | 3 |
| Foreign Language | 4 | 4 |
| Biology 15, 16 | 4 | 4 |
| | <hr/> 16 | <hr/> 16 |

Junior Year

| Subject | Semester 1st | Hours 2nd |
|-------------------|-----------------|--------------|
| Chemistry 32 | 4 | |
| Physics 31, 32 | 5 | 5 |
| Cultural Heritage | 3 | 3 |
| Social Science | | 3 |
| Biology 55, 32 | 5 | 4 |
| | <hr/> 17 | <hr/> 15 |

Senior Year

| Subject | Semester 1st | Hours 2nd |
|----------------|-----------------|--------------|
| Chemistry 84 | | 3 |
| Biology 53, 61 | 3 | 5 |
| Bible | 3 | |
| Social Science | 3 | |
| Senior Bible | | 3 |
| Electives | 7 | 5 |
| | <hr/> 16 | <hr/> 16 |

A student may give preference to biology instead of chemistry in the Freshman year. Desirable electives include philosophy, history, art, music, and a second foreign language.

Although some medical schools accept students with only three years of undergraduate pre-medical training, this practice is discouraged except in the case of an unusually gifted student.

Early designation of a medical school will enable them to prepare for the requirements of that school.

The college cooperates with the medical schools in giving the Aptitude Test required of all pre-medical students.

Music

Students who wish to turn their interest in music to vocational purposes have as their goal teaching, the concert stage, or church music directing. Three complete major programs have been established to prepare students for public school teaching: one for secondary school vocal teaching, one for secondary school instrumental teaching, and one for elementary school music teaching and supervising. These programs are outlined in detail under the Music Department description of courses. For those who wish to become performing artists, or directors, a major in applied music is provided, and is also described on page 80.

Suggested Programs of Study

Students wishing to major in music for any of these purposes need to follow a sequence of courses that extend through the four years. Consequently, it is important that they enter the prescribed music program in the freshman year. To prevent serious complications, the entering freshman who intends to major in music should make an appointment for interview with the chairman of the Music Department before completing his registration for the first semester. The program for the last two years will be outlined by the department chairman in conference with the student.

Nursing

Higher education is increasingly important in the training of nurses and makes for greater advancement and success in the profession. The better hospitals now insist on having some college graduates in every new class and select the other students in part on the amount of college education they have.

Students of good scholastic ability are advised, if finances permit, to complete their A.B. at Hope College — majoring in Biology — and then enter a nursing school which will grant them an M.S. in nursing science in addition to their nursing certificate. Instead of obtaining the A.B. degree before training, many students take one or two years of college work previous to nurses training and return afterward for one or two more years and thus obtain their A.B. degree in addition to their nursing certificate. Normally, the nurses training program is considered the equivalent of one year of academic study. The College Health Service offers the opportunity to several graduate nurses to be self-supporting while attending college.

Some nursing schools in conjunction with neighboring universities have set up a program whereby, after two years of prescribed college courses, a student upon completion of the nursing course receives a B.S. in nursing in addition to her nursing certificate. Hope College, in almost every instance, offers courses prescribed by such nursing schools. Students planning on entering nursing school should secure catalogs and information from various Schools of Nursing in order to ascertain the particular college prerequisites for entering their training program. The special advisor in nursing should also be consulted in making out the course program. The following two-year program is offered as a suggested curriculum for pre-nursing students.

| Freshman Year | | | Sophomore Year | | |
|--------------------|-----------------|--------------|-------------------------------|-----------------|--------------|
| Subject | Semester 1st | Hours 2nd | Subject | Semester 1st | Hours 2nd |
| Liberal Studies | 4(5) | 5(4) | Cultural Heritage | 3 | 3 |
| Foreign Language | 4 | 4 | Chemistry 15, 16 | 4 | 4 |
| Biology 15, 16 | 4 | 4 | Biology 35 | 2 | |
| Psychology 15 | 3 | | Sociology 31 | | 3 |
| Bible | | 3 | Bible | 3 | |
| Physical Education | 1 | 1 | Economics or Political Sc. | | 3 |
| | 16-17 | 17-16 | Electives | 4 | 3 |
| | | | | 16 | 16 |

*If the student has not had foreign language in high school, intermediate language course is recommended. Also recommended, Biology 31 (General Bacteriology), Biology 61 (Genetics).

Suggested Programs of Study

Social Work

Persons preparing themselves for some phase of social work can major in a number of fields but a major in Sociology or Psychology is recommended. Graduate schools generally require of applicants for admission to the Master of Social Work degree program, at least twenty hours in Biological and Social Science plus a broad and balanced liberal arts preparation. Some are more specific in requiring Psychology, Sociology, Economics and Political Science as well as Biology. A grade average of B in the last two years of under-graduate work is the generally accepted standard for graduate school admission. It is strongly recommended that the following courses be included in a preparatory social work program. Psychology 15, 36 or 38, 53, 54, 58; Sociology 31, 32, 34, 58 and 59; Biology 13, 14, 35, 61; Economics 31, 32 and Political Science 11 and 42.

The following courses offer additional foundation for graduate school preparation or job placement in the field of social work: Psychology 43, 57; Sociology 66, 67 and 76; Physical Education 54.

Typical jobs are in family counseling, child welfare work, psychiatric clinics and hospitals, medical facilities, Veteran's Administration, social work in the Armed Forces, in correctional programs for juvenile and adult offenders in community planning and fund raising, in public schools, welfare agencies, in YMCA's, YWCA's, Boys Clubs, Settlement Houses, and hundreds of other classifications. Increasingly, graduate preparation is required for employment in Social Work, particularly for advancement in the field.

Specific field interests might suggest elaboration of the general outline as above presented. Interested students should contact the chairman of the Sociology Department for answers to specific questions and for general information. The Sociology Department maintains, in cooperation with health and welfare associations and social work recruiting committees across the country, a placement service for summer experience in social work. Anyone interested in a career in social work would find it advantageous to spend the summer between junior and senior year in such a position. Sophomores are also invited to participate. Interested students should see the advisor in the fall preceding the summer in which they desire field experience since many placement interviews are scheduled during the Christmas vacation period.

Teaching — College

For those preparing for college teaching, a major in the chosen field of specialization is advisable. The department advisor should be consulted in working out the academic program for the four years. For such students, French or German should normally be elected for foreign language study, preferably both if the student plans to work for a Ph.D. degree.

Michigan Scholars In College Teaching Program

Hope College is a participant with four other Michigan liberal arts colleges and the University of Michigan in a cooperative program to provide counsel, guidance and special curricular and extra curricular

Suggested Programs of Study

opportunities to academically talented students who are interested in college teaching as a profession. In the Junior year, such students are advised to follow the special course sequences recommended by their major department, and to continue in mastery of one or more foreign languages. Students selected to become Senior Scholars in this program participate in a senior colloquium entitled "Explorations in College Teaching," are practically involved in some phase of teaching under departmental supervision, and are enrolled in a seminar or Senior Honors Project course.

In several areas cooperative course planning between Hope College and the University of Michigan or the University of Chicago leads to special consideration for graduate study at these universities and preference in scholarship awards. Involvement in this program is learned in the foreign country. The program is able to accept students with as little as one year of high school Spanish and yet have all of the instruction given by Latin Americans in Spanish.

Teaching — Secondary School

Students planning on entering secondary school teaching should follow the requirements for certification as established by the state in which they wish to teach. In addition they must complete the college requirements for a major in one department. Inasmuch as teaching requirements vary in some of the states, students should consult with the Chairman of the college department of Education at least by their sophomore year.

In fulfilling the requirements for a secondary teacher certificate in the state of Michigan, the Hope College student must observe the following:

1. Satisfy the general requirements for the A.B. degree at Hope College. (See pages 38 and 39).
2. Complete Psychology 15 before entering any course in the Department of Education.
3. Complete twenty hours of Education courses, which must include the following: Education 31, 52, 57, 60, and 83. Also special methods course in major field.
4. Complete enough course work in three departments to fulfill the state requirements for a major and two 18-hour minors. (In Michigan, the code defines a major as a minimum of twenty-four hours in one department, and a minor as a minimum of fifteen hours.) Beginning September, 1961, the college has permission to experiment for five years with certification through one 30-hour major and one 20-hour minor; students must get permission from the Department of Education to enter this program. Education may not be included among the majors and the minors.

Departments in which teaching majors and minors are normally secured include biology, chemistry, economics, English, French, German, history, Latin, mathematics, music, physics, Spanish, and speech. Students planning to major in one of these fields should study the statement of the department major requirements found under the description of courses, and consult with the departmental advisor to make certain that they understand not only the state certification requirements but also the college requirements for a major.

Suggested Programs of Study

Teaching — Elementary School

Students planning on entering elementary school teaching should follow the requirements for certification as established by the state in which they wish to teach. In addition they must complete the college requirements for a major in one department or the special composite major designed for elementary school teachers. Inasmuch as teaching requirements vary in some of the states and careful planning is necessary in order that the student can complete all of the general requirements for a college degree and a sound professional program, a student should consult with the Director of the Elementary Teaching program as early in his college career as possible, preferably the Freshman year.

In fulfilling the requirements for elementary teacher certificate in the state of Michigan, the Hope College student must observe the following:

1. Satisfy the general requirements for the A.B. degree at Hope College. (See pages 38 and 39).
2. Complete Psychology 15 before entering any course in the Department of Education.
3. Complete Education 31, 52, 53, 54, 60, 72, 75, 79, and 81.
4. Complete enough work in three departments to fulfill the state requirements for a major and two minors (in Michigan, the code defines a major as a minimum of twenty-four hours in one department, and a minor as a minimum of fifteen hours); or complete enough course work in four departments to fulfill the state requirements for four minors. The composite major described below, which fulfills college graduation requirements, may be broken down into two minors for certification purposes, provided there are at least fifteen semester hours in each of two departments. Applications for a composite major must be made with the Department of Education.

In addition, the following recommendations are made:

1. The composite major for elementary education students shall be a minimum of 33 semester hours. This composite shall include a core of 18 semester hours of work, carefully chosen, in one department, with safeguards that part of the work be in upper level courses. A faculty member from one of the departments of the composite major grouping will serve as advisor for the students electing this composite.
2. Psychology 36 (Development Psychology I), Geography and Mathematics 23 are recommended electives.
3. To meet the college major requirements, composite majors for elementary teachers have been approved as follows:

Suggested Programs of Study

- A. Language Arts Major (Concentration on language as a communicating art.) Counselor: Brand.
- English core. Core must include six hours numbered above 50 in Composition and/or Literature—English eighteen credit hours, Foreign Language fifteen hours; or—English eighteen credit hours; Foreign Language, eight credit hours (Intermediate proficiency); and seven credit hours of communications in areas other than English.
 - Alternate core—Speech or a foreign language. Core must include a minimum of 6 semester hours of courses numbered above 50.
- B. Humanities Major. (Literature, Art, Music). The core may be in any of the three fields. The remainder must include at least four hours in each of the other two fields. Counselor: ten Hoor.
- Literature core. English 31, 32 may be included (but not 13 or other non-literature courses). A minimum of eight hours must be in literature courses numbered above 50. Literature courses in a foreign language may be included.
 - Art core. Normal sequence is: Art 11, 12, 21, 22, 31 and three hours of studio. Students entering with unusual art background may, by permission, be exempted from the basic course (s).
 - Music core. Normal sequence should include Music 15, 16, 17 and two hours of applied music.
- C. Social Studies Major. Counselor: Vanderbush.
- Core in History. Normal course sequence should include History 15, 16 (European Civilization) and 33, 34 (United States) and six hours of courses above 50. The remainder of the major should include Geography, Sociology 31, Political Science 11, and additional studies from Economics, Political Science, and/or Sociology.
 - Alternative core: Political Science. The remainder should include United States History, Geography, Sociology 31, and additional studies from History, Economics, and Sociology.
- D. Science Major. Counselor: Rieck.
- Core Biology. Normal course sequence should include Biology 13, 14, 35 (Human Physiology and Hygiene), 38 (Field Biology) and 61 (Genetics). The remainder of the major in Physics and Chemistry with a minimum of four hours in each. Recommended: Physics 15, 16, Chemistry 15, 16.

Suggested Programs of Study

Freshman Year

| Subject | Semester 1st | Hours 2nd |
|-----------------------------------|-----------------|--------------|
| Liberal Studies | 4(5) | 5(4) |
| Bible | | 3 |
| Foreign Lang. 11, 12 or 31, 32 | 4 | 4 |
| Biology 13, 14 | 4 | |
| Physics | | 4 |
| Art 11 | 3 | |
| Phys. Ed. | 1 | 1 |

16-17 17-16

Sophomore Year

| Subject | Semester 1st | Hours 2nd |
|----------------|-----------------|--------------|
| English 31, 32 | 3 | 3 |
| Psychology 15 | 3 | |
| Education 31 | | 2 |
| Foreign Lang. | 4 | 4 |
| Music 13 | 2 | |
| Electives | 4 | 7 |
| | <hr/> 16 | <hr/> 16 |

Recommended Electives: History, Political Science, Fundamentals of Mathematics, Introductory Sociology.

Junior Year

| Subject | Semester 1st | Hours 2nd |
|----------------------|-----------------|--------------|
| Bible | | 3 |
| Education 52 | 3 | |
| Education 53, 54 | 4 | 4 |
| Education 79 (Music) | | 2 |
| Education 72 (Art) | | 2 |
| Physical Ed. Methods | 2 | |
| Electives | 7 | 5 |
| | <hr/> 16 | <hr/> 16 |

Senior Year

| Subject | Semester 1st | Hours 2nd |
|------------------------------|-----------------|--------------|
| Bible (either semester) | 3 | or 3 |
| Education 81 (teaching) | 8 | or 8 |
| Education 60 (History of) | 2 | or 2 |
| Electives | 3-10 | 3-10 |
| | <hr/> 16 | <hr/> 16 |

Recommended Electives: Psychology, Geography, plus major and/or minor requirements.

SECTION III

*Administration, Faculty
and Graduates*



SECTION III

Administration, Faculty and Graduates

| | |
|-----------------------------------|-----|
| ADMINISTRATIVE OFFICERS | 137 |
| FACULTY | 140 |
| THE COLLEGE CORPORATION . . . | 154 |
| HOPE COLLEGE BOARD OF TRUSTEES . | 154 |
| ALUMNI ASSOCIATION | 157 |
| HONORS AND AWARDS | 158 |
| RECORDER'S REPORT 1964-1965 . . . | 161 |
| GRADUATES, 1964 | 163 |
| HONOR DEGREES, 1964 | 169 |

*Administrative Officers**

CALVIN A. VANDER WERF

Ph.D. (Ohio State 1941), Sc.D. (Hope College 1963)
President (1963)

Academic Administration

JOHN WILLIAM HOLLENBACH

Ph.D. (Wisconsin)
Vice President (1945)

WILLIAM VANDER LUGT

Ph.D. (Michigan)
Dean of the College (1954)

ROGER J. RIETBERG

S.M.M. (Union Theological Seminary School of Sacred Music)
Director of Admissions (1954)

THOMAS A. CAREY

A.M. (Western Michigan)
Assistant Director of Admissions (1964)

LARRY R. TER MOLEN

A.M. (Michigan)
Assistant Director of Admissions (1964)

JOHN R. MAY

M.S. in L.S. (Illinois)
Librarian (1958)

JoANNE HUENINK

Recorder (1954, 1961)

PAUL G. FRIED

Ph.D. (Erlangen)
Director of Foreign Studies (1953)

Business and Financial Administration

HENRY J. STEFFENS

A.M. (Northwestern)
Treasurer (1946)

REIN VISSCHER

Business Manager (1946)

FRANK LIGHTHART

Superintendent of Grounds and Buildings (1947)

E. DUFFIELD WADE

Book Store Manager (1954)

*The figures in parentheses indicate the year in which the person began his service at Hope College. A second figure in parentheses indicates the year of beginning the present appointment after interruption in the period of service.

Administrative Officers*

Student Personnel Services

L. JAMES HARVEY

Ph.D. (Michigan State)
Dean of Students (1961)

WILLIAM J. HILMERT

B.D. (Western Theological Seminary)
Dean of Men (1952)

ISLA VAN EENENAAM

A.B. (Hope)
Dean of Women (1960)

ALLEN B. COOK

B.D. (Western Theological Seminary)
College Pastor (1960)

LARS I. GRANBERG

Ph.D. (Chicago)
Psychological Counselor (1947, 1960)

ROBERT S. BROWN

Ed.D. (Michigan State)
Psychological Counselor (1963)

OTTO VANDER VELDE

M.D. (Rush)
College Physician (1956)

MARIAN E. BLAKE

R.N. (Butterworth Hospital)
Head Nurse (1962)

Development, Alumni and Public Relations

ADELPHOS A. DYKSTRA

B.D. (Western Theological Seminary)
Director of Church Relations (1962)

CHARLES S. ROCK

A.B. (University of Colorado)
Director of Public Information (1965)

MARIAN ANDERSON STRYKER

A.B. (Hope)
Editor, Alumni Magazine and Secretary, Alumni Association
(1947)

JANET MULDER

A.B. (Hope)
Archivist (1952)

Administrative Officers*

Library Assistants

Eunice Bos (1960)
Agnes Dogger (1964)
Gladys Hinga (1960)

Margaret Lievense (1963)
Myrtle Luth (1960)
Gerloa Suess (1963)

Directors of Residence Halls

Virgina Burrill (1964)
D. Ivan Dykstra (1947)
Eldon Greij (1962)
Charlotte Heinen (1963)
Arthur Jentz (1962)
James Malcolm (1963)
Laura H. Markert (1958)
Lucille Ottipoby (1961)
Daryl Siedentop (1962)
Mary D. Tellman (1950)
Donald Van Hoeven (1962)
Mary Emma Young (1963)

Voorhees Hall
Cosmopolitan Hall
Knickerbocker Hall
Columbia Hall
Fraternal Hall
Arcadian Hall
Durfee Hall
Gilmore Hall
Emersonian Hall
Phelps Hall
Kollen Hall
Van Vleck Hall

Office Staff

Joan Bolman (1959)
Wilma Bouman (1964)
Peggy Buteyn (1956)
Dorothy DeBruine (1959)
Marlene Dirksen (1964)
Janice Ericson (1963)
Gretchen Felix (1959)
Esther Flowerday (1962)
Christa Forrester (1963)
Janice Groen (1964)
Caroline Hoeks (1964)
Florence Jones (1959)
Sharon Kapenga (1964)
Lillian Ketchum (1960)
Ada Kole (1963)
Charlotte Mulder (1953)
Dorothy Mussman (1964)
Susan Neckers (1964)
Janet Plakke (1964)
Evelyn Ryan (1960)
Sandra Sankey (1963)
Alma Scarlett (1961)
Norma Stam (1952)
Seane Tinholt (1963)
Jean Van De Hoef (1960)
Dawn Vander Heuvel (1963)
Elaine Van Liere (1963)
Florence Vuurens (1961)
Charlene Wegter (1964)
Leona Wiersma (1959)
Barbara Zoschke (1964)

Secretary, Dean of the College
Secretarial Staff
Office Manager, Placement Service
Secretary, Mathematics and Science Offices
Assistant, Book Store
Secretary, English Office
Secretary, Alumni Office
Mimeograph Secretary
Secretary, Business Manager
Assistant, Records Office
Secretary, Personnel Deans
Secretary, Development Office
Assistant, Admissions Office
Secretary, Vice President
Switchboard Operator
Secretary, Treasurer
Secretary, Admissions Office
Assistant, Alumni Office
Assistant, Treasurer's Office
Secretary, Public Relations
Assistant, Business Office
Secretary, History Office
Cashier
Secretary, President
Secretary, Music Office
Assistant Cashier
Secretary, Psychology Office
Secretary, Education Office
Secretary, College Pastor
Secretary, Language Office
Secretary, Psychology Office

*Faculty**

CALVIN A. VANDER WERF

A.B. (Hope College 1937), Ph.D. (Ohio State University 1941),
Sc.D. (Hope College 1963)
President and Professor of Chemistry (1963)

IRWIN J. LUBBERS

A.B. (Hope College 1917), A.M. (Columbia University 1927),
Ph.D. (Northwestern University 1931), LL.D. (Central College),
Litt.D. (Rutgers University), Litt.D. (Hope College 1945)
President Emeritus

WYNAND WICHERS

A.B. (Hope College 1909), A.M. (University of Michigan 1918),
Litt.D. (Rutgers University), LL.D. (Hope College 1931)
President Emeritus

CHARLES C. ASCHBRENNER

B.Mus. (University of Illinois 1959),
M.Mus. (Yale University 1963)
Instructor in Music (1963)

M. LOIS BAILEY

A.B. (Monmouth College 1925), A.M. (University of Wisconsin
1928), B.S. in L.S. (Western Reserve 1941)
Reference Librarian with rank of Assistant Professor (1954)

TUNIS BAKER

A.B. (Hope College 1923), A.M. (Columbia University 1930),
Ph.D. (New York University 1944)
Professor of Science Education (1957)

WILLIAM R. BARLOW

A.B. (Ohio University 1954), A.M. (Ohio University 1957),
Ph.D. (Ohio State University 1961)
Assistant Professor of History (1961)

LESLIE R. BEACH

A.B. (Houghton College 1949), A.M. (Wayne State University
1954), Ph.D. (University of Michigan 1957)
Associate Professor of Psychology (1964)

RONALD W. BEERY

B.S. (Western Michigan University 1957)
Instructor in Physics (1963)

ALLEN R. BRADY

B.S. (University of Houston 1955), M.S. (University of Houston
1959), Ph.D. (Harvard University 1964)
Teaching Intern in Biology (1964)

EDWARD E. BRAND

A.B. (Central College 1929), A.M. (University of Iowa 1938),
Ed.D. (University of Denver 1951)
Associate Professor of English (1946)

*The figures in parentheses indicate the year in which the person began his service at Hope College. A second figure in parentheses indicates the year of beginning the present appointment after interruption in the period of service.

*Faculty**

GORDON M. BREWER

A.B. (Hope College 1948), A.M. (University of Michigan 1952)
Assistant Professor of Physical Education and Director of
Athletics (1956)

IRWIN J. BRINK

A.B. (Hope College 1952), Ph.D. (University of Illinois 1957)
Associate Professor of Chemistry and Chairman of the
Department (1957)

ROBERT S. BROWN

A.B. (Western Michigan University 1950), A.M. (University of
Michigan 1952), Ed.D. in Counseling (Michigan State University
1963)
Assistant Professor of Psychology (1960)

ROBERT G. BURTON

A.B. (University of Georgia 1959), A.M. (Emory University 1961)
Instructor in Philosophy (1964)

VIRGINIA A. CARWELL

B.S. (Eastern Illinois University 1954), A.M. (Northwestern
University 1955), Ph.D. (Northwestern University 1965)
Instructor in English (1958)

ROBERT W. CAVANAUGH

A.B. (University of Wisconsin 1937), B.Mus. (American
Conservatory of Music 1939), Mus.M. (American Conservatory
1940), Ed.D. in Music (University of Michigan 1953)
Professor of Music Theory and Voice, Chairman of the
Department of Music (1940, 1946)

ROBERT M. CECIL

B.S. (Juilliard School of Music 1949), B.Mus. (Yale University
School of Music 1951), M.Mus. (Yale University School of
Music 1952)
Assistant Professor of Music (1962)

DAVID L. CLARK

A.B. (Yale University 1954), B.D. (Episcopal Theological School
1957)
Instructor in History (1963)

DONALD A. CLELLAND

A.B. (Calvin College 1958), A.M. (Michigan State University
1960)
Instructor in Sociology (1963)

ALLEN B. COOK

A.B. (Hope College 1937), B.D. (Western Theological Seminary
1940)
College Pastor (1960)

PHILIP G. CROOK

B.S. (University of Maryland 1949), M.S. (University of New
Mexico 1951), Ph.D. (Pennsylvania State University 1955)
Associate Professor of Biology and Chairman of the
Department (1955)

Faculty*

ROGER E. DAVIS

B.S. in Music Education (University of Akron 1957), B.Mus (Oberlin Conservatory of Music 1962), M.Mus. (Northwestern University 1963)
Instructor in Music (1963)

CLARENCE T. DE GRAAF

A.B. (Calvin College 1921), A.M. (University of Michigan 1924), Ed.D. in English (University of Michigan 1944)
Professor of English and Chairman of the Department (1928)

ROBERT F. DE HAAN

A.B. (Calvin College 1947), Ph.D. (University of Chicago 1951)
Professor of Psychology and Chairman of the Department (1956)
(On leave 1963-1965)

RUSSELL B. DE VETTE

A.B. (Hope College 1947), A.M. (University of Michigan 1948)
Associate Professor of Physical Education (1948, 1953, 1955)

LAMONT DIRKSE

A.B. (Hope College 1950), A.M. (Northwestern University 1951)
Assistant Professor of Education (1964)

D. IVAN DYKSTRA

A.B. (Hope College 1935), Th.B. (Western Theological Seminary 1938), Ph.D. (Yale University 1945)
Professor of Philosophy and Chairman of the Department (1947)

EDWARD E. ERICSON

A.B. (Hope College 1961), A.M. (University of Arkansas 1963)
Instructor in English (1963)

MARIE J. FEYT

B.S. (Western Michigan University 1956), A.M. (Western Michigan University 1957)
Instructor in French (1959)

JAY E. FOLKERT

A.B. (Hope College 1939), A.M. (University of Michigan 1940), Ph.D. (Michigan State University 1955)
Professor of Mathematics and Chairman of the Department (1946)

PAUL G. FRIED

A.B. (Hope College 1946), A.M. (Harvard University 1947), Ph.D. (Erlangen, Germany 1949)
Professor of History and Chairman of the Department (1953)

HARRY F. FRISSEL

A.B. (Hope College 1942), M.S. (Iowa State University 1943), Ph.D. (Iowa State University 1954)
Professor of Physics and Chairman of the Department (1948)

EZRA F. GEARHART

A.B. (Hope College 1952), A.M. (Indiana University 1954)
Associate Professor of German and Chairman of the Department (1954)

LARS I. GRANBERG

A.B. (Wheaton College 1941), A.M. (University of Chicago 1946), Ph.D. (University of Chicago 1954)
Professor of Psychology and Clinical Psychologist (1947, 1960)

*Faculty**

LAWRENCE J. GREEN

A.B. (Central College 1946), M.S. (Drake University 1950),
Ph.D. (University of Iowa 1955)
Professor of Physical Education and Chairman of the
Department (1952)

ELDON D. GREIJ

B.S. (State Teachers College at Valley City, North Dakota 1959),
M.S. (North Dakota State University 1962)
Instructor in Biology (1962)

EARL E. HALL

B.S. (Texas A. and M. 1943), S.T.B. (Boston University School
of Theology 1954)
Assistant Professor of Sociology and Chairman of the
Department (1961)

STANLEY J. HARRINGTON

A.B. (Hope College 1958), M.F.A. (State University of Iowa 1961)
Instructor in Art and Acting Chairman of the Department (1964)

L. JAMES HARVEY

A.B. (Hope College 1952), A.M. (Michigan State University
1953), Ph.D. (Michigan State University 1960)
Assistant Professor of Education and Dean of Students (1961)

WERNER W. HEINE

A.B. (Michigan State University 1959), A.M. (Michigan State
University 1961)
Assistant Professor of German (1960)

LORRAINE K. HELLENGA

A.B. (Hope College 1960), A.M. (Wayne State University 1962)
Instructor in Chemistry (1961) (on leave 1964-65)

WILLIAM J. HILMERT

A.B. (Hope College 1925), B.D. (Western Theological
Seminary 1934)
Professor of Religious Education and Dean of Men (1952)

HERBERT W. HINES

A.B. (Harvard University 1909), A.M. (Harvard University 1910),
B.D. (University of Chicago 1911), Ph.D. (University of
Chicago 1922)
Visiting Professor of Russian (1963)

E. JEAN HOLCOMBE

A.B. (Taylor University 1945), A.B. in L.S. (University of
Michigan 1947)
Catalogue Librarian with Rank of Assistant Professor (1959)

JANTINA W. HOLLEMAN

A.B. (Central College 1943), A.M. (Columbia University 1946)
Associate Professor of Music Theory and Piano (1946)

JOHN W. HOLLENBACH

A.B. (Muhlenberg 1934), A.M. (Columbia University 1935),
Ph.D. (University of Wisconsin 1941)
Professor of English and Vice President (1945)

*Faculty**

EUGENE C. JEKEL

A.B. (Hope College 1952), M.S. (Purdue University 1955),
Ph.D. (Purdue University 1964)
Assistant Professor of Chemistry (1955)

R. DIRK JELLEMA

A.B. (Calvin College 1960), M.F.A. (University of Oregon 1964)
Instructor in English (1964)

ARTHUR H. JENTZ, JR.

A.B. (Hope College 1956), B.D. (New Brunswick Seminary 1959)
Ph.D. (Columbia University 1965)
Instructor in Religion and Bible (1962)

ADRIAN J. KLAASEN

Ph.B. (University of Chicago 1929), A.M. (Michigan State
University 1957), Ph.D. (Michigan State University 1961)
Associate Professor of Economics and Business (1957)

DAVID KLEIN

A.B. (Albion College 1954), Ph.D. (Case Institute of Technology
1959)
Associate Professor of Chemistry (1964)

J. HARVEY KLEINHEKSEL

A.B. (Hope College 1922), M.S. (University of Illinois 1925),
Ph.D. (University of Illinois 1927)
Professor of Chemistry (1928)

ELISABETH A. KOCH

B.S. (Mount Union College 1958)
Instructor in Biology (1964) (On leave 1964-65)

ANTHONY KOOIKER

B.M. (Northwestern University 1942), M.M. (Eastman School
of Music 1944), Ph.D. (Eastman School of Music 1962)
Professor of Music Theory and Piano (1950) (On leave 1964-65)

BASTIAN KRUIITHOF

A.B. (Calvin College 1927), A.M. (University of Michigan 1933),
D.D. (Hope College 1951), Ph.D. (University of Edinburgh 1955)
Associate Professor of Bible (1957)

JAMES J. MALCOLM

A.B. (Wheaton College 1953), B.D. (Fuller Theological Seminary
1956), STM (Union Theological Seminary, N.Y. 1963)
Instructor in Speech (1963)

DAVID MARKER

A.B. (Cornell University 1959), M.S. (Pennsylvania State 1962),
Ph.D. (Pennsylvania State 1965)
Assistant Professor of Physics (1964)

JOHN R. MAY

A.B. (Indiana University 1938), M.S. in L.S. (University of
Illinois 1952)
Librarian with Rank of Associate Professor (1958)

GERHARD F. MEGOW

A.B. (Indiana University 1951), A.M. (Indiana University 1952),
Ph.D. (Indiana University 1959)
Associate Professor of German (1959)

*Faculty**

NELLA MEYER

A.B. (University of Wisconsin 1921), A.M. (Columbia University 1940)
Professor of French (1923, 1945)

DELBERT L. MICHEL

A.B. (DePauw University 1961), M.F.A. (State University of Iowa 1964)
Instructor in Art (1964)

M. HAROLD MIKLE

A.B. (Western Michigan University 1931), A.M. (University of Michigan 1940)
Assistant Professor of Speech (1962)

JERRY R. MOHRIG

B.S. (University of Michigan 1957), Ph.D. (University of Colorado 1963)
Assistant Professor of Chemistry (1964)

JOYCE M. MORRISON

A.B. (Augustana College 1953), B.M. (American Conservatory of Music 1959), M.M. (American Conservatory of Music 1961)
Instructor in Music (1962)

JOAN E. MUELLER

A.B. (Ohio Wesleyan University 1950), A.M. (Ohio Wesleyan University 1951), Ph.D. (Ohio State University 1959)
Assistant Professor of English (1960)

ZOE E. MURRAY

A.B. (Sul Ross State College 1929), A.M. (Baylor University 1939)
Assistant Professor of English (1960)

DOUGLAS C. NECKERS

A.B. (Hope College 1960), Ph.D. (University of Kansas 1963)
Assistant Professor of Chemistry (1964)

NORMAN J. NORTON

B.S. (Southern Illinois University 1958), M.S. (University of Minnesota 1960), Ph.D. (University of Minnesota 1963)
Assistant Professor of Biology (1964)

RALPH M. PERRY

Ph.B. (University of Chicago 1933), A.M. (University of Chicago 1937), Ph.D. (University of Illinois 1949)
Professor of Romance Languages and Chairman of the Department (1961)

LAMBERT J. PONSTEIN

A.B. (Hope College 1948), B.D. (Western Theological Seminary 1952), S.T.M. (Oberlin College 1959)
Associate Professor of Religion and Bible (1952)

Faculty*

DAVID O. POWELL

A.B. (Grove City College 1954), A.M. (Miami University 1957),
Ph.D. (Ohio State University 1962)
Assistant Professor of History (1960)

ALBERT JAMES PRINS

A.B. (Hope College 1938), A.M. (University of Michigan 1939),
Ed.D. in English (University of Michigan 1963)
Professor of English (1946)

E. JEAN PROTHEROE

A.B. (Oberlin College 1944), A.M. (Syracuse University 1946),
A.M. (Western Reserve 1950)
Associate Professor of English (1958)

MARTIN N. RALPH

B.S. (Princeton University 1925)
Instructor in Spanish (1962)

MORRETTE L. RIDER

B.Mus. (University of Michigan 1942), M.Mus. (University of
Michigan 1947), Ed.D. (Columbia University 1955)
Professor of Music Theory and Instrument (1947)

NORMAN W. RIECK

A.B. (Hope College 1953), M.S. (University of Michigan 1956),
Ph.D. (University of Michigan 1957)
Associate Professor of Biology (1962)

ROGER J. RIETBERG

A.B. (Hope College 1947), S.M.M. (Union Theological Seminary,
N.Y. 1949)
Director of Admissions and Assistant Professor of Music (1954)

EDWARD B. SAVAGE

A.B. (Hamline University 1948), A.M. (University of Minnesota
1953), Ph.D. (University of Minnesota 1959)
Associate Professor of English (1961)

DAUGHN SCHIPPER

A.B. (Hope College 1963)
Instructor in Physical Education (1964)

HELEN V. SCHOON

A.B. (Northwestern University 1924), A.M. (University of
Michigan 1942)
Director of Reading Center, Assistant Professor of
Education (1946)

WILLIAM SCHRIER

A.B. (University of Michigan 1924), A.M. (University of
Michigan 1931), Ph.D. (University of Michigan 1945)
Professor of Speech and Chairman of the Department (1939)

*Faculty**

FRANK C. SHERBURNE, JR.

B.S. (University of Toledo 1952), M.S. (Michigan State University 1956)
Assistant Professor of Mathematics (1959)

DARYL I. SIEDENTOP

A.B. (Hope College 1960), A.M. (Western Michigan University 1963)
Instructor in Physical Education (1962)

JONATHAN B. SKINNER

A.B. (Carleton College 1963), A.M. (University of Michigan 1964)
Instructor in Mathematics (1964)

ESTHER M. SNOW

A.B. (Hope College 1941), A.M. (Michigan State University 1955)
Assistant Professor of German (1937)

CHARLES A. STEKETEE

A.B. (Hope College 1936), A.M. (University of Michigan 1937)
Associate Professor of Mathematics (1946)

JAMES H. TALLIS

B.M. (Eastman School of Music 1954), S.M.M. (Union Theological Seminary, N.Y. 1958)
Assistant Professor of Music (1964)

HENRY TEN HOOR

A.B. (Calvin College 1938), A.M. (University of Michigan 1946),
Ed.D. in English (University of Michigan 1963)
Professor of English (1946)

ALVIN W. VANDERBUSH

A.B. (Hope College 1929), A.M. (University of Michigan 1938)
Associate Professor of Political Science and Chairman of the
Department (1945)

WILLIAM VANDER LUGT

A.B. (Calvin College 1927), A.M. (University of Michigan 1929),
Ph.D. (University of Michigan 1932), Litt.D. (Central College 1950)
Professor of Psychology, Dean of the College (1954)

ANDREW VANDER ZEE

A.B. (Calvin College 1933), A.M. (University of Michigan 1942),
A.M. in L.S. (Western Michigan University 1962)
Catalog Librarian with the Rank of Instructor (1963)

F. PHILIP VAN EYL

A.B. (Hope College 1955), A.M. (Claremont Graduate School 1958), Ph.D. (Claremont Graduate School 1964)
Assistant Professor of Psychology and Acting Chairman of the
Department (1959)

PAUL VAN FAASEN

A.B. (Hope College 1956), M.S. (Michigan State University 1962)
Instructor in Biology (1963)

Faculty*

JOHN VAN IWAARDEN

A.B. (Hope College 1957), A.M. (University of Michigan 1958)
Assistant Professor of Mathematics (1961)

JAMES D. VAN PUTTEN

A.B. (Hope College 1922), A.M. (Columbia University 1923),
B.D. (Presbyterian Seminary, Louisville 1925),
Ph.D. (University of Chicago 1934)
Professor of Political Science (1952)

EVA B. VAN SCHAACK

A.B. (Hope College 1929), Ph.D. (The Johns-Hopkins
University 1937)
Associate Professor of Biology (1956)

JOHN J. VER BEEK

A.B. (Hope College 1926), A.M. (University of Michigan 1933)
Professor of Education and Acting Chairman of the
Department (1950)

HENRY VOOGD

A.B. (Hope College 1941), B.D. (Western Theological Seminary
1944), Th.D. (Princeton University 1947)
Professor of Religion and Bible and
Chairman of the Department (1947)

ROBERT W. WEGTER

A.B. (Central College 1962), M.R.E. (Union Theological
Seminary, N.Y. 1964)
Instructor in Speech (1964)

HUBERT WELLER

A.B. (University of Michigan 1956), A.M. (Indiana University
1958), Ph.D. (Indiana University 1965)
Instructor in Spanish (1962)

KENNETH J. WELLER

A.B. (Hope College 1948), M.B.A. (University of Michigan
1949), Ph.D. (University of Michigan 1961)
Associate Professor of Economics and Business (1949)

EDWARD J. WOLTERS

A.B. (Hope College 1920), A.M. (University of Michigan 1927)
Professor of Latin and Chairman of the
Classical Languages (1926)

DWIGHT B. YNTEMA

A.B. (Hope College 1926), A.M. (University of Michigan 1927),
Ph.D. (University of Michigan 1932)
Professor of Economics and Business Administration and
Chairman of the Department (1946)

JOSEPH ZSIROS

Th.D. (Debrecen, Hungary 1930)
Associate Professor of Greek (1947, 1959)

Faculty*

Assistants

ANNE BRATT

A.B. (Calvin)
English (1960)

MASANAO KANO

Ph.D. (Weseda)
History (1964)

CLARENCE KLEIS

A.B. (Hope), A.M. (Michigan)
Physics (1921)

BARBARA LAMPEN

A.B. (Hope), A.M. (Michigan)
Education (1960)

ROBERT LESLIE

B.S. (Wisconsin), M.S. (Wisconsin)
Business Administration (1963)

MELVIN LUBBERS

A.B. (Hope), A.M. (Michigan)
Education (1964)

LEROY MARTIN

Mus.B. (Cincinnati Conservatory)
Music (1959)

JAMES MILLER

A.B. (Goshen College), M.S. (Ohio State)
Sociology (1961)

DEANA MITCHELL

B.Mus. (Michigan State), M.Mus. (Michigan State)
Music (1963)

DWAIN MITCHELL

B.Mus. (Michigan State), M.Mus. (Michigan State)
Music (1962)

RICHARD OUDERSLUYS

A.B. (Calvin), B.D. (Western Theological Seminary)
Religion and Bible (1964)

JOHN PIET

A.B. (Hope), Ph.D. (Columbia)
Religion and Bible (1964)

WALTER ROPER

B.J. (Michigan)
Business Administration (1960)

DONALD ROHLCK

A.M. (Michigan State)
Art (1959)

EUGENE SCHOLTEN

A.B. (Hope), A.M. (Southern California)
Psychology (1958)

Faculty*

JOAN TALLIS

B.S. (Lawrence), M.M. (Eastman School of Music)
Music (1964)

EDNA TER MOLEN

A.B. (Hope)
Music (1964)

GARRETT VANDER BORGH

A.B. (Hope), A.M. (Michigan)
Education (1923)

DELLA VANDER KOLK

A.B. (Hope), A.M. (Columbia)
English (1963)

JOAN VANDER KOLK

A.B. (Hope), A.M. (Western Michigan)
Physical Education (1960)

LYLE VANDER WERF

A.B. (Hope), B.D. (New Brunswick)
Religion and Bible (1965)

DALE VAN LENTE

B.S. (Michigan)
Business Administration (1962)

GAIL WARNAAR

B.Mus. (Central Michigan)
Music (1964)

DONALD WILSON

A.B. (Wheaton), A.M. (Chicago)
Sociology (1964)

Vienna Summer School 1964 — Faculty and Staff

ROSWITHA KROEMER-BENESCH

Ph.D. (Graz)
Art History (1960)

KARL BORSAL

Technische Hochschule (Vienna)
Administrative Assistant (1962)

PAUL G. FRIED

Ph.D. (Erlangen)
Director (1956)

PAUL EDGAR GRANDE

Certificate (Vienna)
German (1960)

WILHELM KUBICZEK

Ph.D. (Vienna)
Literature and Civilization (1964)

*Faculty**

WALTER LEITSCH
Ph.D. (Vienna)
East European History (1964)

FELIX MOLZER
M.S. (Pennsylvania)
Music (1961)

MARIAN STRYKER
A.B. (Hope)
Women's Counselor (1964)

HERBERT TATZREITER
Certificate (Vienna)
German (1964)

Teacher Education Coordinators

Student Teaching is done under the supervision of selected teachers in Western Michigan with these coordinators:

FRED S. BERTSCH, JR.
A.M. (Western Michigan University)
Holland Secondary Coordinator

WALTER W. BRIGHT
A.M. (University of Michigan)
Grand Haven Secondary Coordinator

DUANE HOOKER
A.M. (Western Michigan University)
West Ottawa Secondary Coordinator

HENRY JOHNSON
A.M. (University of Michigan)
Hudsonville Secondary Coordinator

LAVERNE LAMPEN
A.M. (Michigan State University)
Zeeland Secondary Coordinator

JOHN NOE
A.M. (University of Michigan)
Holland Secondary Coordinator

CORNELIUS HOEZEE
A.M. (University of Michigan)
Zeeland Elementary Coordinator

DANIEL L. PAUL
A.M. (University of Michigan; Ed.S., Western Michigan University)
West Ottawa Elementary Coordinator

MARGARET VAN VYVEN
A.M. (Western Michigan University)
Holland Elementary Coordinator

Faculty*

Faculty Standing Committees

1964 - 1965

ADMINISTRATIVE

VanderWerf (chairman), De Graaf, Frissel, Harvey, Hollenbach, May, Meyer, Rietberg, Vander Lugt, Van Eenenaam, Voogd, K. Weller, Yntema

EDUCATIONAL POLICIES

Vander Lugt (chairman), Crook, Granberg, Holleman, Hollenbach, Jekel, Klaasen, Perry, Ponstein, ten Hoor, Ver Beek, Sandra Cady, Carla Reidsma, James Riemersma

STUDENT LIFE

Sherburne (chairman), Hollenbach (ex-officio), Harvey, Hilmert, Murray, Sientop, Van Eenenaam, William Brauer, Mary Ellen Bridger, Richard Dickson, Thelma Leenhouts, Bruce Neckers, Gertrude Van Dyke

RELIGIOUS LIFE

Jentz (chairman), Beery, Clark, Cook, Davis, Ericson, Harvey, Hollenbach, Kruithof, Malcolm, Vander Zee, K. Weller, Wolters, Zsiros, Robert Anderson, Gail Gustefson

LIBRARY

Megow (chairman), Carwell, Hall, Holcombe, May, Mikle, Morrison, Powell, Prins, Van Faasen, John Richard Emmert, Allan Miedema

CULTURAL EVENTS

Voogd (chairman), Cecil, Fried, Rieck, Savage, Vander Lugt, H. Weller, Rebecca Allen, Billie Chain, Carol Shephard, Willard Wichers

ATHLETIC

Vanderbush (chairman), Brewer, De Vette, Green, Greij, Harvey, Heine, Schipper, Vander Velde, Van Eyl, Van Iwaarden, Floyd Brady, Thomas DeKuiper, Jean Mast

TEACHER EDUCATION

De Graaf (chairman), Bailey, Baker, Brown, Dirkse, Harrington, Ralph, Rider, Schoon, Schrier, Steketee, Vander Lugt, Nancy Bonjenoor, John Meengs

ADMISSIONS

Rietberg (director), Carey (assistant director), Folkert (chairman), Brand, Hollenbach, Mueller, Snow, Vanderbush, Van Eenenaam

EDUCATIONAL GRANTS

VanderWerf (chairman), Cavanaugh, Fried, Harvey, Hollenbach, Kleinheksel, Steffens, Ter Molen

HONORS

Hollenbach (chairman), Aschbrenner, Barlow, Folkert, Gearhart, Protheroe, Rieck, Van Eyl

Faculty Elected Committees

STATUS COMMITTEE

VanderWerf, Frissel, Granberg, Holleman, Hollenbach, Prins, Vander Lugt

PROFESSIONAL INTERESTS COMMITTEE

Klaasen (chairman), Crook, Granberg, Ponstein, Protheroe

Faculty*

The Student Senate

Bruce Neckers, President
Betty Lou Dietch, Vice President
Susan Sonneveldt, Recording Secretary
Marcia Bennink, Corresponding Secretary
Kenneth Walz, Treasurer

Members: Gifford Anderson, Donald Ast, James Boelkins, James Boeringa, Floyd Brady, Kristin Camp, Candace Classen, John Dillbeck, Thomas Draft, Irene Edbrooke, Gail Gustafson, Marjorie Jacobs, Graham Lampert, Wesley Michaelson, Allen Miedema, James Moored, Jacob Ngwa, Thomas Ogren, Ann Osbon, Mary Piers, Philip Rauwerdink, James Riemersma, Carol Shephard, Keith Taylor, Sandra Tomlinson, Alfred Truman, Steven Wesselink, Robert White, Steven Wilcox, Joan Woerdehoff, John Wormuth

Student-Faculty Committees

NEXUS COMMITTEE

Dr. VanderWerf, (co-chairman), Bruce Neckers, (co-chairman), Dr. Hollenbach, Dean Harvey, Dean Vander Lugt, Betty Dietch, Susan Sonneveldt, Kenneth Walz

STUDENT PUBLICATION BOARD

James DeSchmidt, Mary Haaken, Larry Haverkamp, Sally Kooistra, Amzie Parcell, John Wormuth

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The Executive Secretary of the Board of Education
Reformed Church in America
Christian H. Walvoord, B.D.

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Randall C. Bosch
Henry Steffens

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Carl M. Pearson
Robert Henningses
Arad Riggs, LL.D.
Harmon Wierenga
Harold J. Workman

Holland, Michigan
Holland, Michigan
Chicago, Illinois
Rochester, New York
North Branch, New Jersey
Bronxville, New York
Pella, Iowa
Muskegon, Michigan

Term Expires 1966

Titus J. Hager
Herman Kruizenga
Fritz V. Lenel, Ph.D.
Réuben J. Ongna
Theodore Schaap
Kenneth M. Spang
Duane Tellinghuisen
Laverne J. Vander Hill
Willard C. Wichers

Grand Rapids, Michigan
Muskegon, Michigan
Rensselaer, New York
Denver, Colorado
Grand Rapids, Michigan
Chappaqua, New York
Lombard, Illinois
Warwick, New York
Holland, Michigan

Term Expires 1967

Ekdal Buys
Robert T. Dykstra
Gerard J. Koster
Harold Leestma
Eva L. Pelgrim
Robert C. Ransom
John J. Soeter, D.D.
William van den Berg
Wilbur J. Wormuth

Caledonia, Michigan
Grand Rapids, Michigan
Babylon, New York
Santa Ana, California
Holland, Michigan
New York, New York
Jersey City, New Jersey
Leighton, Iowa
Schenectady, New York

The College Corporation

Term Expires 1968

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Spencer C. De Jong
M. Eugene Flipse
B. J. Hoffman
A. Dale Stoppels
Henry Ten Pas, M.D.
George H. Vander Borgh, Ph.D.
Mrs. Richard Whitmarsh

Sheboygan, Wisconsin
Tucson, Arizona
Douglaston, New York
Hudson, New York
Grand Rapids, Michigan
Holland, Michigan
West Sayville, New York
Pompton Plains, New Jersey

Term Expires 1969

Hugh De Pree
Mrs. Floyd Ellsworth
Winfield Hollander
Mrs. Gordon Huyler
Paul Lupkes
Tunis Miersma
William O. Rottschäfer
Mrs. Harrison Smith
Bernard Voss, M.D.

Zeeland, Michigan
Port Ewen, New York
Kalamazoo, Michigan
Clifton, New Jersey
Indianapolis, New Jersey
Clymer, New York
Grand Rapids, Michigan
Greenwich, Connecticut
Redlands, California

Term Expires 1970

Albertus G. Bossenbroek
Carl L. Cleaver
Marion Klaaren
John H. Meyer
Matthew Peelen, M.D.
Lorenz Proli
Arnold Punt
John W. Ver Meulen
Harri Zegerius

Hastings-on-Hudson, New York
New York, New York
Sioux Center, Iowa
Berne, New York
Kalamazoo, Michigan
Plainfield, New Jersey
German Valley, Illinois
Racine, Wisconsin
Kalamazoo, Michigan

Honorary Members

Irwin J. Lubbers, LL.D.
Wynand Wichers, LL.D.

Des Moines, Iowa
Kalamazoo, Michigan

Committees of the Board

EXECUTIVE COMMITTEE

Ekdal Buys, Chairman
Randall C. Bosch
Hugh DePree
Titus J. Hager
Harold Leestma
Herman Kruizenga
Chester Meengs
Matthew Peelen

Eva Pelgrim
Arad Riggs
Theodore Schaap
A. Dale Stoppels
George Vander Borgh
Calvin VanderWerf
John W. Ver Meulen
Willard Wichers

The College Corporation

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William O. Rottschafer — Chairman
Hugh DePree
Titus J. Hager

John J. Soeter
Calvin VanderWerf
Harold Workman

FINANCE AND INVESTMENT COMMITTEE

Arad Riggs — Chairman
Carl Cleaver
Winfield Hollander
Robert C. Ransom

Henry Steffens
Calvin VanderWerf
John W. VerMeulen

HONORARY DEGREES AND INSTRUCTION COMMITTEES

Calvin VanderWerf — Chairman
Randall C. Bosch
Ekdal Buys
William Hilmert

John W. Hollenbach
Matthew Peelen
Theodore Schaap

AUDIT AND BUDGET COMMITTEE

Henry Steffens — Chairman
Randall C. Bosch
Ekdal Buys

Calvin VanderWerf
Rein Visscher

CHURCH RELATIONS AND RELIGIOUS LIFE COMMITTEE

Harold Leestma — Chairman
Robert Dykstra
Bastian Kruithof

Jean Protheroe
Kenneth Weller
William Wormuth

LONG RANGE PLANNING COMMITTEE

Willard C. Wichers — Chairman
Herman Kruizenga
Chester Meengs

Gerard J. Koster
Eva Pelgrim

Alumni Association

Board of Directors

1964 - 1965

| | |
|---------------------|-------------------|
| President..... | Lamont Dirkse |
| Vice President..... | Robert J. Prins |
| Secretary..... | Marian A. Stryker |
| Treasurer..... | Henry Steffens |

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DIRECTORS — TERMS EXPIRING 1965

| | |
|------------------|-----------------------|
| Donald Ihrman | Holland, Michigan |
| Marvin Meengs | Muskegon, Michigan |
| Milton Klow | Bethesda, Maryland |
| Henry Kinkema | Kalamazoo, Michigan |
| James Neevel | Clarksville, New York |
| Lamont Dirkse | Holland, Michigan |
| David A. Bolhuis | Hudsonville, Michigan |

DIRECTORS — TERMS EXPIRING 1966

| | |
|-----------------|------------------------------|
| Everett Poppink | Rochester, New York |
| Robert J. Prins | Grosse Pointe Park, Michigan |
| Willard D. June | Paramount, California |
| Barry Werkman | Chicago, Illinois |

DIRECTORS — TERMS EXPIRING 1967

| | |
|-----------------------|------------------------|
| Albert H. Van Dyke | Dumont, New Jersey |
| Dirk Mouw | Grand Rapids, Michigan |
| Mrs. O. E. Veneklasen | Chicago, Illinois |

Honors and Awards

Graduation Honors

Graduation honors will be conferred according to the following regulations:

The degree of Bachelor of Arts, Summa Cum Laude, will be conferred upon such as have met all the requirements and attained an average grade of 3.87 quality points.

The degree of Bachelor of Arts, Magna Cum Laude, will be conferred upon such as have met all the requirements and attained an average grade of 3.6 quality points.

The degree of Bachelor of Arts, Cum Laude, will be conferred upon such as have met all the requirements and have attained an average grade of 3.3 quality points.

In no case will an honor degree be awarded to any student who has not taken at least two years of his course in residence at the institution.

Senior Honors

The faculty of Hope College each May select a group of Seniors, not exceeding ten per cent of the graduation class, who in their opinion have given the greatest promise, through their academic achievement and campus service, of achieving signal success in their chosen professions. These Seniors are recognized at a special honors assembly held in May.

Special Awards

SOUTHLAND AWARD

Southland Award, a gold medal, to the young woman of the Senior class who, in the judgment of a designated committee of the faculty, has maintained the highest standard of all-around scholarship, character, and usefulness during the four years of her college course.

ALMON T. GODFREY PRIZE IN CHEMISTRY

Almon T. Godfrey Prize in Chemistry, a cash award to the Senior student chosen the outstanding student in Chemistry.

PATTERSON MEMORIAL PRIZE IN BIOLOGY

Patterson Memorial Prize in Biology, a cash award, to a superior student with a major interest in Biology, whom the Hope College faculty deems most worthy.

DOUWE B. YNTEMA PRIZE

Douwe B. Yntema Prize, a cash award, to the Senior student who has been chosen the outstanding student in Physics.

LAMPEN MATHEMATICS PRIZE

The Albert E. Lampen prize of twenty-five dollars is awarded to a senior student who has been chosen the outstanding student in mathematics.

OTTO VAN DER VELDE ALL CAMPUS AWARD

Otto Van Der Velde All Campus Award, a gold medal, to the Senior man chosen for his outstanding contribution to the college in athletics, scholarship and participation in student activities.

PIETENPOL PRIZE

Pietenpol Prize, a cash award, to the Senior student who gives promise of greatest success in the Christian ministry.

Honors and Awards

POST JEWELRY MUSIC AWARDS

Post Jewelry Music Awards, gold keys to Senior members of the Chapel Choir who have been active members for at least three years and have done outstanding service.

A. A. RAVEN PRIZES IN ORATORY

A. A. Raven Prizes in Oratory, cash awards, for the two best orations on a subject of patriotic nature delivered by male students of Hope College.

ADELAIDE PRIZE IN ORATORY

Adelaide Prize in Oratory, a cash award, to the winner of an oratorical contest open to all women students on the campus.

J. ACKERMAN COLES DEBATING PRIZES

J. Ackerman Coles Debating Prizes, gold keys given to upper-class debaters who have achieved special distinction in Pi Kappa Delta.

HERMAN MILLER ART AWARD

Herman Miller Art Award, a \$25 book award, given to a Senior most deserving of recognition and encouragement for creative work in the field of visual arts.

SENIOR BIBLICAL PRIZE

Senior Biblical Prize, a cash award, to the Senior student who has been chosen the outstanding student in the field of Biblical Studies.

JUNIOR BIBLICAL PRIZE

Junior Biblical Prize, a cash award, to the Junior student who has been chosen the outstanding student in the field of Church History.

SOPHOMORE BIBLICAL PRIZE

Sophomore Biblical Prize, The Coopersville Men's Bible Class Award, a cash award, to the Sophomore student who has exhibited superior ability in the field of Biblical Study.

FRESHMAN BIBLICAL PRIZE

Freshman Biblical Prize, a cash award, to the Freshman student who has exhibited superior ability in the field of Biblical Study.

SLOAN-STEGEMAN PRIZES

Sloan-Stegeman Prizes, cash awards, to the two college students writing the best essays on foreign missions.

CHRISTIAN HERALD AWARD

Christian Herald Award, a bronze medal, presented to a Senior student who has demonstrated qualities of outstanding Christian leadership on the campus.

PETER BOL AWARD

The Peter Bol Award, a cash award, is given to the upperclass student who in the estimation of the Personnel Deans and Counseling Staff has made signal contribution in counseling and helping underclass students and who gives promise of a career of service to youth.

THE EGBERT WINTER EDUCATION AWARDS

The Egbert Winter Education Awards, cash prizes, to the young man and the young woman in the Senior class who give promise of making the most significant contributions in the field of teaching.

WILLIAM B. EERDMAN'S POETRY PRIZE

William B. Eerdman's Poetry Prize, a cash award, for the best creative writing done in poetry during the current year.

Honors and Awards

WILLIAM B. EERDMAN'S PROSE PRIZE

William B. Eerdman's Prose Prize, a cash award, for the best creative writing done in prose for the current year.

GEORGE BIRKHOFF, JR. PRIZE

George Birkhoff, Jr. Prize, a cash award, to the student submitting the best work in a designated area of English.

RAY DE YOUNG HISTORY PRIZE

Ray De Young History Prize, a cash award, to the Senior student whose interest, achievement, and promise in history, as indicated by his academic record and a significant piece of historical research, most merit the award.

METTA J. ROSS HISTORY PRIZE

Metta J. Ross History Prize, a cash award, to the junior student whose interest, achievement, and promise in history, as indicated by academic record and career plans, in the judgment of the history faculty, most merits recognition.

THE MARGUERITE PRINS FRENCH AWARD

The Marguerite Prins French Award, a cash award, to the Senior whose interest and achievement in the study of the French Language and Literature has been the most significant.

ROLF ITALIAANDER JUNIOR PRIZES FOR HISTORY OR POLITICAL SCIENCE

Rolf Italiaander Junior Awards for History or Political Science, an award of \$50 to a student in the junior class who has shown superior achievement and promise in the area of studies toward the betterment of international and interracial understanding as demonstrated in an essay on a topic assigned for the year by the department of History or Political Science. One copy of the essay is to be given to the donor, who will not act as one of the judges. Second and third prizes are a book written by Mr. Italiaander.

Fellowship Nominations

MICHIGAN COLLEGE FELLOWSHIP

Michigan College Fellowship. The University of Michigan has established fellowships which are awarded annually to a selected number of colleges in Michigan. The faculty of Hope College nominates an outstanding member of the graduating class to be the recipient of this fellowship award for graduate study at the University of Michigan.

MICHIGAN COLLEGE SCHOLARSHIP

Michigan College Scholarship. Hope College annually nominates an outstanding member of the graduating class to be the recipient of this scholarship award for graduate study in the School of Business Administration at the University of Michigan.

UNIVERSITY OF CHICAGO LAW SCHOLARSHIP

University of Chicago Law Scholarship. The Hope College faculty annually nominates an outstanding member of the graduating class to be the recipient of this scholarship award for study of law at the University of Chicago Law School.

Recorder's Report 1964-1965

September 23, 1964

Summer School, 1964

| | Men | Women | |
|--------------|---------------------|-------|-----|
| Hope College | 167 | 124 | |
| Vienna | 18 | 43 | |
| | <hr/> | <hr/> | |
| Totals | 185 | 167 | |
| | TOTAL SUMMER SCHOOL | | 352 |

Number of FULL-TIME Students Enrolled First Semester 1964 - 1965

| | Men | Women | Total |
|---------------------|-------|-------|-------|
| Degree Students: | | | |
| Seniors | 165 | 119 | 284 |
| Juniors | 182 | 144 | 326 |
| Sophomores | 232 | 175 | 407 |
| Freshmen | 235 | 233 | 468 |
| Non-Degree Students | 4 | 1 | 5 |
| | <hr/> | <hr/> | <hr/> |
| | 818 | 672 | 1490 |

Number of PART-TIME Students Enrolled First Semester 1964 - 1965

| | | | |
|----------------------------|-------|-------|-------|
| Degree Students: | | | |
| Seniors | 9 | 6 | 15 |
| Juniors | 11 | 9 | 20 |
| Sophomores | 5 | 5 | 10 |
| Freshmen | 1 | 1 | 2 |
| Non-Degree Students | 13 | 8 | 21 |
| | <hr/> | <hr/> | <hr/> |
| | 39 | 29 | 68 |
| | <hr/> | <hr/> | <hr/> |
| GRAND TOTALS | 857 | 701 | 1558 |
| | <hr/> | <hr/> | <hr/> |
| Total Full-Time Equivalent | | | 1527 |

Graduates, 1964

A.B. Degree Conferred in 1964

| | |
|------------------------------|-----------------------------------|
| Aardsma, Carole Jean | Holland, Michigan |
| Allen, Frederick | Holland, Michigan |
| Andreasen, Karen Dee | Holland, Michigan |
| Arends, Arlene Fay | Lansing, Illinois |
| Arthur, Leo Mac | Holland, Michigan |
| Atkinson, Neil | Chicago, Illinois |
| Bach, David John | Sheboygan, Wisconsin |
| Balcom, Keith Ben | Holland, Michigan |
| Barratt, Laura Lee | Maple City, Michigan |
| Bauer, Ingeborg | <u>Esslingen, Germany //</u> |
| Bauer, Robert Frederick | Douglaston, New York |
| Beck, Alison Steele | Little Falls, New Jersey |
| Beukelman, Maryanne | Corsica, South Dakota |
| Beukema, Judith Lynne | Wyoming, Michigan |
| Blom, Janet Margreta | Chicago, Illinois |
| Blough, Julia Anne | Allendale, Michigan |
| Blum, Karen Lou | Rochester, New York |
| Boelhouwer, David Peter | Three Bridges, New Jersey |
| Boersma, Carol J. | Grand Rapids, Michigan |
| Bolks, Ervin Jay | Allegan, Michigan |
| Bolt, Henry V. III | Grand Haven, Michigan |
| Bonthuis, Carol Ruth | Orange City, Iowa |
| Bopp, Jan Martin | Holland, Michigan |
| Boyd, James Stuart | Holland, Michigan |
| Brandt, Carl Patterson | Royal Oak, Michigan |
| Breederland, Lois Margaret | Utica, Michigan |
| Breederland, Henry, Jr. | Holland, Michigan |
| Brink, Priscilla | Ann Arbor, Michigan |
| Brinks, Dale Allen | Holland, Michigan |
| Broeker, Margaret Hixson | Holland, Michigan |
| Broeker, Thomas Jay | Holland, Michigan |
| Brower, Lesley Jean | Sioux Center, Iowa |
| Bruins, Betty Geen | Waupun, Wisconsin |
| Bundschuh, Margaret Ruth | Webster, New York |
| Burrill, Sharon Rae | Mohawk, New York |
| Cameron, Judith Ann | Cleveland, Ohio |
| Ceton, James Sidney | Muskegon Heights, Michigan |
| Chan, Daniel Yue-King | <u>Kowloon City, Hong Kong //</u> |
| Chang, Madeleine | <u>Taipei, Taiwan //</u> |
| Christensen, Judy Steegstra | Holland, Michigan |
| Christensen, Leonard Charles | Holland, Michigan |
| Church, Carolyn Meigs | Hackensack, New Jersey |
| Church, William Ruggles | Flushing, New York |
| Co, Nana | <u>Kowloon, Hong Kong //</u> |
| Collins, Ann Elena | Bronx, New York |
| Coney, Thom Allan | Holland, Michigan |
| Conklin, Erwin Dale | Holland, Michigan |
| Cook, Kenneth Alan | Holland, Michigan |
| Cooper, David Lynn | Grand Rapids, Michigan |
| Cronk, Carol A. | Little Falls, New Jersey |
| Crozier, John Crawford | Holland, Michigan |
| Curlin, Lemuel Calvert III | Allegan, Michigan |
| Cushman, Karen Louise | Port Huron, Michigan |
| Davies, Lucille Wood | Zeeland, Michigan |

Graduates, 1964

Daviou, Sandra Jean
 Davis, June Dorothy
 DeBoer, Ruth Mae
 DeDee, Bruce Clare
 DeJonge, Ellen Kuiper
 DeMaster, Conrad Neil
 DePagter, Arnold John
 Derks, Jack Owen
 DeVisser, David Lee
 DeVries, James E.
 DeWitt, Linda Rae
 DeYoung, Gay Ellen
 DeYoung, William Everett
 Diephouse, Carol Ann
 Ditko, Stephen Charles
 Dryfhout, John Howard
 Dulow, Kenneth Edward
 Dunn, David Mansel
 Dyer, Bonnie
 Dykema, Sharon
 Dykstra, Calvin Jay
 Dykstra, Sharon Gail
 Dykstra, Thomas William
 Eenigenburg, Paul Jon
 Ekema, John Peter
 Ellsworth, Jeanette Gail
 Elve, John Leslie
 Elzinga, Richard Gene
 Ewart, Thomas William
 Ferruzzi, Christine Elin
 Fialko, Robert John
 Finlay, Mary Beth
 Fisher, Barbara Rae
 Fisher, Tracy Jean
 Fitz, Adeltraut Rutch
 Folkert, Mary Ann
 Francis, Patricia Ann
 Freggens, Barbara Louise
 French, Norma Parks
 Fridlington, Gail Margaret
 Gardner, Ann Gertrude
 Garter, Louise Mary
 Gentry, Elaine Joyce DeRidder
 Gezon, John
 Glass, Janet Louise
 Goodwin, Bruce Blythe
 Grams, Alfred
 Gutknecht, Glenn Dale
 Haaksma, Curtis Dean
 Hamlin, Jane Sue Handlogten
 Handy, Paul Russell
 Harrison, Nancy Jane
 Hartgerink, Ronald Lee
 Haverdink, Arlene Ann Beimers
 Hawkins, James William
 Hellenga, Diana Gail

Clifton, New Jersey
 Yonkers, New York
 Chicago Heights, Illinois
 Grand Rapids, Michigan
 Holland, Michigan
 Cedar Grove, Wisconsin
 Oostburg, Wisconsin
 Holland, Michigan
 Holland, Michigan
 Hammond, Indiana
 Zeeland, Michigan
 Chicago, Illinois
 South Holland, Illinois
 Muskegon, Michigan
 Yonkers, New York
 Lombard, Illinois
 Bloomfield, New Jersey
 East Lansing, Michigan
 Battle Creek, Michigan
 Morrison, Illinois
 Holland, Michigan
 Grosse Pointe Woods, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Dexter, Michigan
 Sparta, Michigan
 Shedd, Oregon
 Bloomfield, New Jersey
 Yonkers, New York
 Saddle Brook, New Jersey
 Sturgis, Michigan
 New Brunswick, New Jersey
 North Port, New York
 Holland, Michigan
 Lansing, Illinois
 Chatham, New York
 New Brunswick, New Jersey
 Basking Ridge, New Jersey
 Teaneck, New Jersey
 Hudson, New York
 Grand Rapids, Michigan
 Holland, Michigan
 Grand Rapids, Michigan
 Marywood, New Jersey
 Cleveland, Ohio
 Benton Harbor, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Sodus, Michigan
 Toledo, Ohio
 Zeeland, Michigan
 Ann Arbor, Michigan
 East Lansing, Michigan
 Three Oaks, Michigan

Graduates, 1964

Heneveld, Barbara
 Hepburn, Bruce Allen
 Herbig, Nancy Ann
 Hieftje, Gary Martin
 Hill, Cynthia Jane
 Hinzman, Georgia Adell
 Hoekstra, John Wayne
 Hoekzema, Carol Jean
 Hoffman, Harvey Butler
 Hoffmyer, Helen Ruth
 Holkeboer, Judith Ann
 Holleman, Charles John
 Holleman, Sharron Jo Young
 Hollenbach, David John
 Hook, David Theodore
 Hopp, Joan Ruth
 Hoskins, Barbara Lynn
 Hostetter, John Harold
 Houck, Doris Eleanor
 Hovingh, Kenneth Jay
 Howell, James Clayton
 Huisjen, Lois Marie
 Huizen, Mary K. Nevenzel
 Huizenga, Barbara Ann
 Hull, Gretchen Louise
 Jackson, Ralph Ellsworth, Jr.
 Jackson, Robert William
 Jacob, Barbara VanderWerf
 Jansma, William Jerome
 Johnson, Earl Sidney, Jr.
 Jones, Robert Edward
 Joseph, Jacqueline Kaye
 Jung, Eleanor Marion
 Jurries, James Louis
 Jurries, Virginia Huizenga
 Kaylor, Linda Rae
 Keen, William Dale
 Kennedy, Joan Ruth
 Kieffer, Paul Williams
 Klein, John Richard
 Klein, Mary Lou
 Kleinheksel, Belle Rose
 Knoper, Wayne Lee
 Knudsen, Ann Ruth Rennae
 Koelbel, John
 Kollen, Judith Ann
 Kollen, Wendell James
 Korf, James Dale
 Korf, Velma Jane
 Kort, Arloa Yvonne
 Korver, Gailerd Lee
 Kraai, Dale LeRoy
 Kraak, Joyce Vander Molen
 Kragt, Alice Marie
 Kramer, Arthur James
 Kuiper, Esther Harpham

Muskegon, Michigan
 Whitestone, New York
 Grand Rapids, Michigan
 Zeeland, Michigan
 Washington, New Jersey
 Hancock, Michigan
 Holland, Michigan
 Grand Rapids, Michigan
 Scarsdale, New York
 Grand Rapids, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Erie, Illinois
 Jenison, Michigan
 Schenectady, New York
 Wellesley, Massachusetts
 Bedminster, New Jersey
 Allendale, Michigan
 Pompton Plains, New Jersey
 Fremont, Michigan
 Grand Rapids, Michigan
 Holland, Michigan
 Brandon, Wisconsin
 Holland, Michigan
 Williston Park, New York
 Holland, Michigan
 Canonsburg, Pennsylvania
 Williamson, New York
 Albany, New York
 Hopkins, Michigan
 Wayne, New Jersey
 Grand Rapids, Michigan
 Holland, Michigan
 Allegan, Michigan
 Holland, Michigan
 Ringoes, New Jersey
 Kenmore, New York
 Chicago, Illinois
 Fremont, Michigan
 Holland, Michigan
 Zeeland, Michigan
 Chicago, Illinois
 Jackson, Michigan
 Vicksburg, Michigan
 Holland, Michigan
 Wyoming, Michigan
 Grand Rapids, Michigan
 Hudsonville, Michigan
 Nooksack, Washington
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 Holland, Michigan
 South Haven, Michigan

Graduates, 1964

| | |
|-------------------------------|---------------------------------------|
| Kuyper, Carol | Chicago, Illinois |
| Kwan, Tony L.B. | <u>Kowloon, Hong Kong</u> // |
| LaBoueff, Diane Elizabeth | <u>Holland, Michigan</u> |
| Lam, Ann Yee-Wai | <u>Kowloon, Hong Kong</u> // |
| Lanting, Robert John, Jr. | <u>Holland, Michigan</u> |
| Lebbin, Allan George | East Saugatuck, Michigan |
| Lemmenes, Larry Howard | Waupun, Wisconsin |
| Lewis, David Stanley | Holland, Michigan |
| Lewis, Mark Address | Southport, Connecticut |
| Linroth, Bruce | Douglas, Michigan |
| Lobbess, John Henry | Chicago, Illinois |
| Loewy, Nancy Ann | Holland, Michigan |
| Lucas, James Arnold | Holland, Michigan |
| Lucas, Linda Anne | Holland, Michigan |
| Maager, Lee Charles | New York, New York |
| Mackay, Robert Hale | St. Joseph, Michigan |
| Marsilje, Edward H. | Holland, Michigan |
| Martin, John Dale | Rochelle Park, New Jersey |
| Maxam, Roger Lawrence | Holland, Michigan |
| Mayne, Joseph Hanson | <u>Aruba, Netherlands Antilles</u> // |
| McCullough, Douglas Turner | Port Jervis, New York |
| McFall, Karen Jane | Holland, Michigan |
| McKenna, Campbell Beckman Jr. | Teaneck, New Jersey |
| McKinley, Blaine Edward | Pittsburgh, Pennsylvania |
| McNeil, Thomas Farrell | Grand Rapids, Michigan |
| Meengs, William Lloyd | Zeeland, Michigan |
| Merson, Janet Hope | Nyack, New York |
| Meyer, George John | New York, New York |
| Miedema, Judith Sue | Chicago, Illinois |
| Miller, Robert Hamilton | Demarest, New Jersey |
| Mitchell, Donald Albert | West New York, New Jersey |
| Mogle, Carol Ann | Niles, Michigan |
| Montes, Josephina | Holland, Michigan |
| Mooy, Susan Marie | Marcellus, Michigan |
| Morton, Gary H. | Southampton, Pennsylvania |
| Moturi, Nyarangi Alfayo | <u>Kenya, Africa</u> // |
| Mouw, David Richard | Grand Rapids, Michigan |
| Mueller, Regina G. | North Bergen, New Jersey |
| Mulder, Roger John | Holland, Michigan |
| Nagelvoort, Mary | Holland, Michigan |
| Nagelvoort, Terry Lee | Holland, Michigan |
| Nash, David Rodger | Northville, Michigan |
| Newhouse, Richard Abbott, Jr. | Mineola, New York |
| Nieboer, Nancy Ann | Holland, Michigan |
| Nies, Alan Richard | Grand Rapids, Michigan |
| Nilsson, Linda May | Rochester, New York |
| Nordstrom, Stephen Arthur | Port Washington, New York |
| Noteboom, Christiaan Jan | <u>Apeldoorn, Netherlands</u> // |
| Nott, Linda Ann | Fairview, Illinois |
| Nyboer, Jan Holland | Grosse Pointe, Michigan |
| Oakley, David Edward | Denver, Colorado |
| O'Connor, Joy Darlene | New York, New York |
| Ogden, Daniel L. | Dumont, New Jersey |
| Ogonji, Gilbert | <u>Kisii, Kenya</u> // |
| Olson, Linda Aileen | Hopkins, Michigan |
| Osborn, Claire Elizabeth | Plainfield, New Jersey |

Graduates, 1964

Osman, Albert Joseph
 Osterink, Marcia Lou
 Pangburn, John William
 Paulsen, Peter MacRae
 Payne, Kathleen Emily
 Peck, Marjorie Elizabeth
 Peddie, Thomas K.
 Pickard, Glenn Don
 Piersma, Rosemary
 Pietenpol, Glenn William
 Plasman, Ronald Lee
 Polen, Robert Lewis
 Pool, Thomas Malcolm
 Postma, Avelyn
 Praamsma, Petrus
 Prins, Audrey Eveline
 Quakkelaar, Kenneth Jay
 Raatjes, Robert Bruce
 Ratmeyer, Catherine Hibma
 Reardon, David Morriss, Jr.
 Reed, Marilyn Elizabeth
 Reid, James John
 Remtema, Leora May
 Ridderhof, Leanne Lorraine
 Ripley, Robert Henry
 Robertson, Alan Grant
 Robrahn, Ralph Edward
 Rose, Helen Marie
 Rozeboom, Myra Joy
 Ruisard, Gayle
 Ruselink, Richard Allen
 Rynbrandt, Donna Mae
 Rynbrandt, Margaret Ann
 Rypstra, Gayle Ann
 Salm, Carol
 Samec, Diane Patricia
 Saylor, Patricia Joan
 Schaap, Garrit Wayne
 Schadewald, Nancy Jean
 Schneider, Judith Wiley
 Schrotenboer, Jacqueline Rae
 Schultz, Janice Marie
 Seaman, Mabel Victoria
 Selander, Linda Suzanne
 Seyfarth, William Richard
 Simpson, Patricia Elisabeth
 Slager, Terry Lee
 Slee, James Duane
 Slot, Betty Marian
 Smant, Roger Lee
 Smith, Edward W.
 Smith, Karagay
 Smith, Patricia Lynn
 Snyder, Dorothy
 Solman, Joseph Daniel
 Spencer, Sharon Lynn

Grand Junction, Michigan
 Holland, Michigan
 Saugerties, New York
 Elmsford, New York
 Amsterdam, New York
 Schuylerville, New York
 Cleveland, Ohio
 Muskegon, Michigan
 South Holland, Illinois
 Sheboygan, Wisconsin
 Holland, Michigan
 Media, Pennsylvania
 Union City, New Jersey
 Grand Rapids, Michigan
Burlington, Ontario, Canada //
 Muskegon, Michigan
 Holland, Michigan
 Chicago, Illinois
 Holland, Michigan
 Hampton, Iowa
 Glen Rock, New Jersey
 Teaneck, New Jersey
 Grandville, Michigan
 Chicago, Illinois
 Holland, Michigan
 Milltown, New Jersey
 Grandville, Michigan
 Hawthorne, New Jersey
 West Olive, Michigan
 Chicago, Illinois
 Sheboygan Falls, Wisconsin
 Dorr, Michigan
 Dorr, Michigan
 Grand Rapids, Michigan
 St. Anne, Illinois
 Berwyn, Illinois
 Bayside, New York
 Lansing, Illinois
 Hurley, New York
 Holland, Michigan
 Grand Rapids, Michigan
 Cedar Grove, Wisconsin
 Bronxville, New York
 Chicago, Illinois
 Princeton, New Jersey
 Linden, New Jersey
 Edwardsburg, Michigan
 South Haven, Michigan
 Spring Lake, Michigan
 Spring Lake, Michigan
 Oak Lawn, Illinois
 Holland, Michigan
 Grand Rapids, Michigan
 Lansing, Illinois
 Muskegon, Michigan
 Birmingham, Michigan

Graduates, 1964

| | |
|--------------------------------------|----------------------------------|
| Staat, Darrel Wayne | Holland, Michigan |
| Stegink, David John | Muskegon, Michigan |
| Sterk, Vernon Jay | Holland, Michigan |
| Stevens, John Clark | Hackensack, New Jersey |
| Stevens, Lucie Elizabeth | Marblehead, Ohio |
| Stoner, Penny Jean | Saginaw, Michigan |
| Suwyn, Mark A. | Holland, Michigan |
| Swart, John Allen | Holland, Michigan |
| Swieringa, Judith Kay | Holland, Michigan |
| Tallman, Alice Ann | Lodi, New Jersey |
| Tanis, Paul Martin II | Hawthorne, New Jersey |
| TeBeest, Ronald Harvey | Denver, Colorado |
| TeCroney, Nelson Jerry | Clymer, New York |
| Tein, Sharon Lois | Kalamazoo, Michigan |
| TenBrink, Arvin Ralph | Holland, Michigan |
| TenPas, Larry Walter | Sheboygan, Wisconsin |
| TerBeek, Glen Arthur | Holland, Michigan |
| TeRoller, Donald Spriggs | St. Joseph, Michigan |
| Teusink, John Paul | Holland, Michigan |
| TeWinkle, Nancy Lee | Clymer, New York |
| Thompson, Donald Hugh | Tappan, New York |
| Tigelaar, Robert Earl | Birmingham, Michigan |
| Tillema, Herbert Kendall | Arlington, Virginia |
| Toxopeus, Douglas Paul | Grand Haven, Michigan |
| Traxler, Margaret Ann | St. Joseph, Michigan |
| Trowbridge, Linda Jean | High Falls, New York |
| Tsai, Phillip Wen-Ching | Rego Park, Long Island, New York |
| Turkstra, Carol Arlene | Chicago, Illinois |
| VanBeveren, Leslie | Holland, Michigan |
| VanBlarcom, Vivian Carol | Readington, New Jersey |
| VanDam, James Alan | Holland, Michigan |
| VandeBunte, Lynne | Holland, Michigan |
| Vanden Berg, Lenora Mayme | Kalamazoo, Michigan |
| VanDePolder, Jean Ann | Kalamazoo, Michigan |
| VanderBorgh, Richard | West Sayville, New York |
| VanderKolk, Ivan Wayne | Grandville, Michigan |
| VanderVeen, Joan Kay | Lafayette, Indiana |
| VanderVrede, Marcia Beth | Grand Rapids, Michigan |
| VanDyke, Thomas C. | Hudsonville, Michigan |
| VanFaasen, Ella | Holland, Michigan |
| VanHoeven, William, Jr. | Grandville, Michigan |
| VanHuis, Charlotte Daun | Holland, Michigan |
| VanLonkhuyzen, Christiaan Engelbardt | Fennville, Michigan |
| VanRaalte, Judith Ann | Holland, Michigan |
| VanTatenhove, Frederick David | Sheboygan Falls, Wisconsin |
| VanWieren, Glenn Lee | Holland, Michigan |
| VanWitzenburg, Ruth | Chicago, Illinois |
| VanWyke, Margaret L. | Holland, Michigan |
| VanWynen, Regina Mihaly | Somerville, New Jersey |
| VanZoeren, Keith Jay | Zeeland, Michigan |
| Venhuizen, Ronald Cornell | Grand Rapids, Michigan |
| VerHulst, Karen Vander Werf | Holland, Michigan |
| Veurink, Charles Howard | Grant, Michigan |
| Visscher, Joanne Kay | Kalamazoo, Michigan |
| Vojak, Bernadine Ellen | Chicago, Illinois |
| Vollink, Mary Linice | Hopkins, Michigan |

Graduates, 1964

Voskuil, Karen
Voss, John Mark
Wackerbarth, Paul Henry
Wagner, Carol Lee
Walvoord, Douglas John
Walvoord, Linda Ruth
Wasdyke, Wesley Roger
Washburn, Diane Darlene
Watrous, Elbert Harrison, Jr.
Weiss, Carl Russell
Welmers, Robert Bruce
Welsh, Richard John
Werkman, Barry Lee
Wessels, Nancy Kay
Wezeman, Frederick Henry
White, Jack Kenneth
Wiegerink, James L.
Wiers, Marsha Kaper
Wise, Harold Jay, Jr.
Wissink, Bonnie Jean
Wohlers, Lois Wilson
Wombell, Thomas Paul
Woodley, Karen Leora
Wozney, Ruth Ann
Wylie, Ann Hoffman Geerlings
Wynne, Edwin Cornelius
Zwart, David Allen
Zwart, Nancy Ann

Baldwin, Wisconsin
Holland, Michigan
Hackensack, New Jersey
Hammond, Indiana
Muskegon, Michigan
Glen Rock, New Jersey
South Acton, Massachusetts
St. Joseph, Michigan
Schenectady, New York
Holland, Michigan
Los Angeles, California
St. Joseph, Michigan
Chicago, Illinois
Grand Rapids, Michigan
Evergreen Park, Illinois
Santa Ana, California
Grand Haven, Michigan
De Motte, Indiana
Holland, Michigan
Baldwin, Wisconsin
Holland, Michigan
Rochester, New York
South Haven, Michigan
Hawthorne, New Jersey
Holland, Michigan
Allegan, Michigan
Grandville, Michigan
Kalamazoo, Michigan

Honor Degrees, 1964

Summa Cum Laude

Hawkins, James William
Hollenbach, David John
Johnson, Earl Sidney, Jr.
Lucas, Linda Anne
Mouw, David Richard

Pool, Thomas Malcolm
Tigelaar, Robert Earl
Vande Bunte, Lynne
Walvoord, Douglas John

Magna Cum Laude

Bauer, Ingeborg
Bundschuh, Margaret Ruth
Christensen, Judy Steegstra
Grams, Alfred
Kuiper, Esther Harpham
McKinley, Blaine Edward

Tillema, Herbert Kendall
Vander Borgh, Richard
Walvoord, Linda Ruth
Welmers, Robert Bruce
Zwart, Nancy Ann

Honor Degrees, 1964

Cum Laude

Beukelman, Maryanne
Collins, Ann Elena
DeVries, James E.
Elve, John Leslie
Gezon, John Alden
Hartgerink, Ronald Lee
Hellenga, Diana Gail
Herbig, Nancy Ann
Holkeboer, Judith Ann
Houck, Doris Eleanor
Howell, James Clayton
Mayne, Joseph Hanson
McFall, Karen Jane

McNeil, Thomas Farrell
Meengs, William Lloyd
Ogden, Daniel L.
Payne, Kathleen Emily
Rynbrandt, Donna Mae
Simpson, Patricia Elisabeth
Tanis, Paul Martin II
TeWinkle, Nancy Lee
Van der Veen, Joan Kay
Van Hoeven, William, Jr.
Visscher, Joanne Kay
Voskuil, Karen
Wiegerink, James L.

Honorary Degrees, 1964

Walter de Velder *in jan.*
Bert Brower
Willis John Potts

Doctor of Divinity
Doctor of Divinity
Doctor of Science

Index

| | | | |
|----------------------------------|---------|----------------------------------|--------------|
| Absence Rules | 43 | Certificate, Teachers | 40, 131, 132 |
| Academic Affiliations | 7 | Chancel Choir | 18 |
| Academic Regulations | 40 | Change of Courses | 42 |
| Academic Sessions | 33 | Chapel Attendance | 8 |
| Academic Standing | 41 | Chemistry | 52, 121 |
| Activities, Student | 17 | Chemistry Scholarships | 28 |
| Adding Courses | 42 | Chapel Choir | 18 |
| Administration | 135 | Christian Ministry | 122 |
| Admission | 22 | Church Work | 122 |
| Advanced Standing | 23 | Class Attendance | 43 |
| Advisors | 14, 118 | Classical Languages | 55 |
| Aid, Student | 25 | Classification | 42 |
| Alumni Association | 157 | College Corporation | 154 |
| Alumni Office | 16 | Commencement | 2 |
| Anchor | 19 | Committees, Board of Trustees | 155 |
| Art | 47 | Committees, Faculty | 152 |
| Association of Women Students | 20 | Composite Major | 40 |
| Athletic Activities | 21 | Correspondence Courses | 43 |
| Attendance | 43 | Counseling Service | 14 |
| Awards | 158 | Course Requirements | 38 |
| Band | 19 | Cultural Affairs | 17 |
| Bible and Religion | 101 | Curricula, Suggested | 118 |
| Bills | 25 | Debate | 17 |
| Biology | 49 | Degrees Conferred | 163-170 |
| Blue Key | 17 | Degree Requirements | 38 |
| Board and Room Fees | 24 | Dentistry | 123 |
| Board of Trustees | 154 | Departmental Clubs | 17 |
| Buildings | 10 | Description of Courses | 46 |
| Business Administration | 55, 120 | Development Office | 16 |
| Calendar | 2 | Dining Facilities | 13 |
| Campus | 10 | Diplomatic Service | 123 |
| Cars | 8 | Dramatics | 17 |
| | | Dropping Courses | 42 |

Index

| | | | |
|-------------------------------|---------|---|----------|
| Economics | 55, 120 | History | 71 |
| Education | 60 | History of College | 5 |
| Education Scholarships | 29 | Home and Family Living | 125 |
| Employment | 31 | Honor Degrees | 169, 170 |
| English | 63 | Honors and Awards | 158 |
| Engineering | 124 | Honor Societies | 17 |
| Enrollment | 161 | Housing | 12, 13 |
| Entrance Requirements | 23 | Incompletes | 41 |
| European Semester Plan | 34 | Intramural Program | 21 |
| European Summer Session | 33 | Journalism | 126 |
| Expenses | 24 | Languages, Classical | 55 |
| Extension Courses | 43 | Languages, Romance | 104 |
| Faculty Committees | 152 | Latin | 74 |
| Faculty Roster | 140 | Law | 126 |
| Failures | 41 | Library | 11 |
| Fees | 24 | Librarianship | 126 |
| Field of Concentration | 39 | Load, Student | 42 |
| Financial Aid | 25 | Loans | 30 |
| Foreign Language Requirements | 39 | Maintenance | 137 |
| Forensics | 17 | Major Requirements | 38 |
| Fraternities | 20 | Map of Campus | 9 |
| French | 105 | Mathematics | 76 |
| Geneva Fund | 27 | Medical Form | 22 |
| Geographical Distribution | 162 | Medical Technology | 127 |
| Geography | 68 | Medicine | 128 |
| General Semester Fees | 24 | Men's Housing | 13 |
| German | 68 | Michigan Intercollegiate Athletic Association | 21 |
| Grading System | 40 | Milestone | 19 |
| Graduates | 163 | Ministry | 122 |
| Graduation Honors | 158 | Mortar Board | 17 |
| Graduation Requirements | 38 | Music | 78, 128 |
| Grants in Aid | 30 | Music Scholarships | 29 |
| Greek | 70 | Musical Organizations | 18 |
| Guidance | 14 | Nature and Purposes | 6 |
| Gymnasium | 12 | Normal College Program | 118 |
| Health Service | 15 | Nursing | 129 |
| | | Opus | 19 |

Index

| | | | |
|-------------------------|------------|-------------------------------|-----|
| Oratorio Chorus | 19 | Social Organizations | 20 |
| Oratory | 17 | Social Work | 130 |
| Orchestra | 19 | Societies | 20 |
| Organ | 83 | Sociology | 110 |
| Payment of Fees | 24 | Sororities | 20 |
| Philosophy | 85 | Spanish | 107 |
| Physical Education | 38, 90 | Special Fees | 24 |
| Physics | 93 | Special Services | 14 |
| Piano | 83 | Speech | 114 |
| Placement Service | 15 | Student Activities | 17 |
| Political Science | 96 | Student Aid | 25 |
| Practice Teaching | 131, 132 | Student Christian Association | 19 |
| Prizes | 158 | Student Clubs | 17 |
| Professional Curricula | 117 | Student Senate | 153 |
| Psychology | 98 | Student Employment | 31 |
| Psychology Scholarships | 30 | Student-Faculty Committees | 153 |
| Publications, Student | 19 | Student Government | 20 |
| Public Relations Office | 16 | Student Load | 42 |
| Quality Points | 38, 40 | Student Organizations | 17 |
| Reading Center | 15 | Suggested Programs | 117 |
| Recorder's Reports | 161 | Summer Session | 33 |
| Reformed Church Grants | 30 | Symphonette | 19 |
| Refund Policy | 25 | Teaching, College | 130 |
| Regulations, Academic | 40 | Teaching, Secondary | 131 |
| Religion and Bible | 101 | Teaching, Elementary | 132 |
| Religious Education | 103 | Transcript of Record | 43 |
| Religious Organizations | 19 | Transfer Students | 23 |
| Requirements, Degree | 38 | Trustees | 154 |
| Residence Halls | 12, 13 | Tuition | 24 |
| Residence Requirements | 38 | Vienna Summer School | 33 |
| Romance Languages | 104 | Vocational Advisors | 118 |
| Room and Board Fees | 24 | Washington Semester Plan | 36 |
| Rooming Facilities | 12, 13 | Withdrawal from Course | 42 |
| Russian | 110 | Withdrawal from College | 41 |
| Scholarships | 26, 27, 28 | Women's Residence Halls | 12 |
| Senior Honors | 158 | | |
| Senior Honors Projects | 42 | | |

